

# Instruction Connections For Special Educators:

*A Crosswalk between  
CEC Initial Special Education Individualized General Curriculum Standards  
& Kentucky Framework for Teaching*



**Kentucky Instruction Connections for Special Educators**  
**A Crosswalk of CEC Initial Special Education Individualized General Curriculum Standards & Kentucky Framework for Teaching**

*This document is NOT a separate Framework; it is only intended to support understanding of effective teaching by special educators*

**Audience:**

Special Educators, Evaluators, Directors of Special Education, Consultants and other stakeholders

**Purpose**

***Special Educators:***

This tool was developed to provide clarity of Kentucky Framework for Teaching (KYFFT) for Special Educators. The complex role of Special Educators requires both compliance and individualized, specially designed instruction for the students they serve. Use of all components of TPGES provides the data necessary for continuous improvement of professional practice when used during self-reflection and planning professional growth experiences to guide work with the Student Growth Goal.

***Administrators:***

Evaluators will collect evidence as described during TeachScape training, and then use this tool, along with professional judgment, when assigning the evidence to a Domain/Component and Performance Level. By merging Council for Exceptional Children (CEC) professional standards and Kentucky Framework for Teaching (KyFFT) into one document, the performance of special educators can be more accurately evaluated. This tool might also provide guidance in coaching a special educator to become more effective. Performance Level Elements are not inclusive of ALL possible situations that may be observed in various special education settings.

***Possible Uses:***

Special Educators	Administrators
<ul style="list-style-type: none"><li>• Use the Question section to guide Self-Reflection (CIITS)</li><li>• Provides guidance for developing Professional Growth Plan</li><li>• Use the Resources section to facilitate Professional Learning Experiences</li><li>• Support Special Educators moving from compliance only to effective instruction through use of CEC Standards</li><li>• Use the Accomplished Performance Level Indicators to understand the complex role of a professional special educator</li></ul>	<ul style="list-style-type: none"><li>• Use the Question section to facilitate pre-/post-conferences</li><li>• Use the Artifacts described in Domains 1 and 4 to learn more about compliance requirements for special education</li><li>• Use the Observables described in Domains 2 and 3 to better understand the complex role of Special Educator</li><li>• Use this tool to recognize the discipline of Special Educators as Exceptional Learners in order to close the gap</li></ul>

***Development:***

Kentucky Educational Cooperative Consultants, and others knowledgeable of KYFFT and Special Education, at the request of KDE, formed a TPGES Task Group focused on the role of Special Educators. That group to support the professional growth and effectiveness of Special Educators created this document. Developers relied on two vetted, respected documents (CEC Standards and Kentucky Framework for Teaching); therefore, it is a valuable source of assistance when describing the effectiveness of a special educator.

Some resources linked in the development of this tool are: **KYFFT, KY IEP and Lesson Plan Development Handbook, KY IEP Guidance Document, KY IEP Record Review Document and various Daniels Group Texts for Enhancing Professional Practice and website resources.**

Blue banner indicates the source is the KY Framework for Teaching  
Yellow banner indicates this is specific to Special Education

Teachers & Administrators:  
KYFFT Domain and Component

KDE Tools,, Websites, Texts, etc. related to the Domain & Component

Teachers: Use resource to develop your PGP

Administrator: Use resources to increase knowledge of component for special education

FFT Domain: Component	CEC Standards
<b>Domain 1:D Demonstrating Knowledge of Resources</b> <ul style="list-style-type: none"> <li>Resources for Classroom Use</li> <li>Resources to Extend Content Knowledge and Pedagogy</li> <li>Resources for Students</li> </ul>	<b>IGC1 K6</b> Types and transmission routes of infectious disease <b>IGC4 K3</b> Types and importance of information concerning individuals with exceptionalities available from families and public agencies <b>IGC5 K1</b> Sources of specialized materials, curricula, and resources for individuals with exceptionalities <b>IGC7 K3</b> Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities (Outside resources to meet students' needs.) <b>IGC7 S4</b> Collaborate with team members to plan transition to adulthood that encourages full community participation (Applicable at HS level) <b>ISCI 2 S3</b> Identify supports needed for integration into various program placements <b>ISCI 3 K1</b> Theories and research that form the basis of curriculum development and instructional practice <b>ISCI 3 K3</b> National, state or provincial, and local curricula standards <b>ISCI 3 K4</b> Technology for planning and managing the teaching and learning environment <b>ISCI 5 K1</b> Roles and responsibilities of the para-educator related to instruction, intervention, and direct service
<b>Resources</b> <ul style="list-style-type: none"> <li>Center for Disease Control (<a href="http://www.cdc.gov">www.cdc.gov</a>)</li> <li>KDE IEP and Lesson Plan Development Handbook</li> <li>KDE IEP Guidance Document (SDI &amp; SAS)</li> <li>Kentucky Common Academic Standards</li> <li>Common Core State Standards: <a href="http://www.corestandards.org">http://www.corestandards.org</a></li> <li>Characteristics of Highly Effective Teaching and Learning (CHETL)</li> <li>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</li> <li>Center for Exceptional Children (<a href="http://www.cec.sped.org">www.cec.sped.org</a>)</li> <li>The IRIS Center (<a href="http://www.iris.org">www.iris.org</a>)</li> <li>Cabinet for Family and Health Services</li> <li>Special Educational Cooperatives</li> <li>Edivation</li> </ul>	

CEC Standards aligned to the KYFFT Domain & Component

Teachers: Use resource to develop self-reflection & PGP

Administrator: Use resources to increase knowledge of component for special education

Single Word Performance Level Indicator used for self-reflection and evaluation

Included from the KYFFT to remind us this document is NOT a replacement, rather a supplement for special educators.

Administrators & Teachers: Connect to the Framework for Teaching to assign evidence to a Domain and Component.

Considerations combine CEC Standards and KYFFT to clarify the Performance Level Indicator

Teachers: Use these for reflection of practice, self-advocacy during conferencing cycle

Administrators: Use to support professional conversations in order to rate evidence.

Questions to guide pre/post-conference and self-reflection

1:D Special Education Considerations			
<ul style="list-style-type: none"> <li>Teacher is unaware of Supplementary Aids and Services</li> <li>Teacher does not use professional resources.</li> <li>Teacher does not attempt to seek out resources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has identified individual Supplementary Aids and Services for classroom use</li> <li>Teacher uses existing professional resources.</li> <li>Teacher has limited knowledge of resources to meet individual learning needs or only provide academic resources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has identified individual Supplementary Aids and Services for classroom and plans to use them in specially designed instruction</li> <li>Teacher seeks reliable professional resources from local, state and national organizations for exceptional learners</li> <li>Teacher maintains list of academic and non-academic resources available to meet individual learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has identified and collaborated with other stakeholders to plan individual Supplementary Aids and Services for classroom</li> <li>Teacher intentionally seeks reliable professional resources from local, state and national organizations for exceptional learners; teacher documents available resources in a log and share with both general and special educators</li> <li>Teacher maintains list of academic and non-academic resources available to meet individual learning needs and continually seeks out new resources</li> </ul>

1:D Artifacts
<ul style="list-style-type: none"> <li>Evidence of using a list of local agency resource directory to meet individual learner needs</li> <li>Teacher has documentation of attending webinars related to current trends of evidence based practices for caseload</li> <li>Lesson Plans document teacher has provided explicit instruction on accessing additional online resources and/or tutoring resources</li> <li>Document that information about students' Supplementary Aids and Services is shared with colleagues with instructional interest</li> <li>Documentation of Para-educator schedule (if applicable to teacher)</li> </ul>
1:D Questions
<ul style="list-style-type: none"> <li>In what ways have you used Supplementary aids and services (SAS) to support students' access to general curriculum?</li> <li>What are some ways you have shared students' Supplementary Aids and Service needs with colleagues with instructional interest?</li> <li>What are some ways you include the para-educator in instructional planning for Specially Designed Instruction?</li> <li>What are some ways you could integrate information from outside agencies into Specially Designed Instruction planning?</li> <li>Can you discuss some of the resources you are using to grow as a professional?</li> <li>Describe some of the local and state resources you have used to help you stay abreast of the characteristics of exceptional learners?</li> </ul>

Artifact or the Observable behavior to support the Domain & Component

Check with your local educational cooperative for opportunities for professional learning related to this document and other experiences to support effective teaching and professional growth.

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FFT Domain: Component		CEC Standards	
<b>Domain 1:A Demonstrating Knowledge of Content and Pedagogy</b> <ul style="list-style-type: none"><li>Knowledge of Content and the Structure of the Discipline</li><li>Knowledge of Prerequisite Relationships</li><li>Knowledge of Content-Related Pedagogy</li></ul>		<b>IGC1K1</b> Etiology and diagnosis related to various theoretical approaches <b>IGC1K10</b> Impact of language development and listening comprehension on academic and non-academic learning of individuals with exceptionalities <b>IGC1K7</b> Complications and implications of medical support services <b>IGC1K8</b> Impact of exceptionalities on auditory and information processing skills <b>IGC1K9</b> Impact of multiple disabilities on behavior <b>ISCIK3</b> Educational implications of characteristics of various exceptionalities <b>ISCI 5 K3</b> Augmentative and assistive communication strategies	
<b>Resources</b>			
<ul style="list-style-type: none"><li>CEC: <a href="http://www.cec.sped.org/">http://www.cec.sped.org/</a></li><li>The Iris Center: <a href="http://iris.peabody.vanderbilt.edu/">http://iris.peabody.vanderbilt.edu/</a></li><li>U.S. Dept. of Ed.: <a href="https://www.osepideasthatwork.org/">https://www.osepideasthatwork.org/</a></li><li>KY Cabinet for Health &amp; Family: <a href="http://dbhdid.ky.gov/kdbhdid/default.aspx">http://dbhdid.ky.gov/kdbhdid/default.aspx</a></li><li>IEP and Lesson Plan Development Handbook</li><li>ELA &amp;/or Math Progression Documents</li></ul>			
1:A Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>In planning and practice, teacher makes content errors or does not correct errors made by students.</li><li>Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</li><li>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</li></ul>	<ul style="list-style-type: none"><li>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li><li>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li><li>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</li></ul>	<ul style="list-style-type: none"><li>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</li><li>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</li><li>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</li></ul>	<ul style="list-style-type: none"><li>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</li><li>Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li><li>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</li></ul>



### 1:A Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher has little or no knowledge of the students' Present Level of Performance and instructional needs</li> <li>Teacher has limited or no knowledge of specific student disabilities</li> <li>Teacher has not reviewed IEP's to determine specially designed instruction needed by all students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reviews students' Present Level and considers instructional needs for: specific exceptionalities, behavior needs, language development and sensory issues</li> <li>Teacher has knowledge of characteristics of students' disabilities and plans accordingly</li> <li>Teacher reviews all IEP's and identifies the various specially designed instruction needed by all students and has some knowledge of how to implement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reviews students' Present Level and plans based on instructional needs for: specific exceptionalities, behavior needs, language development and sensory issues; teacher may contact outside agencies to arrange for additional support needed by student(s)</li> <li>Teacher uses knowledge of characteristics of students' disabilities and continues ongoing progress monitoring to implement specially designed instruction</li> <li>Teacher reviews all IEP's and identified the various specially designed instruction needed by all students; a written plan has been developed</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reviews students' Present Level and implements instruction based on needs for: specific exceptionalities, behavior needs, language development and sensory issues; teacher maintains outside agencies for which they have established relationship to arrange for additional support needed by student(s)</li> <li>Teacher discusses characteristics of students' disabilities with general educators and other stakeholders, uses ongoing progress monitoring to adjust implementation of specially designed instruction</li> <li>Teacher reviews all IEP's and identifies the various specially designed instruction needed by all students; special educator has a professional discussion with general education teacher(s) about how to implement the plan in the general setting</li> </ul>
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### 1:A Artifacts

- Individualized progress monitoring data and aligned Reporting of Progress
- Lesson Plans/IEP
- IEP goals are written to reflect students' needs and the characteristics of the disability

### 1:A Questions

- What are some ways you have used students' progress monitoring data to inform instructional practice?
- Describe how your understanding of characteristic of disabilities impacted your professional practice.
- Describe how students' are receiving specially designed instruction as documented on their IEP?
- How are you connecting developmentally appropriate IEP Goals to grade level expectations (i.e. KCAS, Program Review Documents)
- In what ways have you used the IEP and Lesson Plan Development Handbook to plan Specially Designed Instruction?

FfT Domain: Component	CEC Standards
<p><b>Domain 1:B Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Knowledge of Child and Adolescent Development</li> <li>• Knowledge of the Learning Process</li> <li>• Knowledge of Students' Skills, Knowledge, and Language Proficiency</li> <li>• Knowledge of Students' Interests and Cultural Heritage</li> <li>• Knowledge of Students' Special Needs</li> </ul>	<p><b>IGC1 K12</b> Typical language development and how that may differ for individuals with learning exceptionalities</p> <p><b>IGC1 K2</b> Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society</p> <p><b>IGC1 K3</b> Etiologies and medical aspects of conditions affecting individuals with exceptionalities</p> <p><b>IGC1 K4</b> Psychological and social-emotional characteristics of individuals with exceptionalities</p> <p><b>IGC5 K4</b> Prevention and intervention strategies for individuals at-risk for a disability</p> <p><b>IGC6 K2</b> Models and theories of deviance and behavior problems</p>
<p><b>Resources</b></p>	<p><b>ISCI 1 K1</b> Typical and atypical human growth and development</p> <p><b>ISCI 1 K10</b> Effects an exceptional condition(s) can have on an individual's life</p> <p><b>ISCI 1 K12</b> Differing ways of learning of individuals with exceptionalities, including culturally diverse backgrounds and strategies addressing differences</p> <p><b>ISCI 1 K13 Effects</b> of cultural and linguistic differences on growth and development</p> <p><b>ISCI1K14</b> Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages</p> <p><b>ISCI 1 K2</b> Similarities and differences among individuals with exceptionalities</p> <p><b>ISCI 1 K4</b> Family systems and the role of families in supporting development</p> <p><b>ISCI 1 K5</b> Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction</p> <p><b>ISCI 1 K6</b> Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, school</p> <p><b>ISCI 1 K7</b> Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family</p> <p><b>ISCI 1 K8</b> Similarities and differences of individuals with/without exceptionalities</p> <p><b>ISCI 1 K9</b> Effects of various medications on individuals with exceptionalities</p> <p><b>ISCI 4 S1</b> Gather relevant background information</p> <p><b>ISCI 5 S6 Develop</b> and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences</p> <p><b>ISCI 6 K10</b> Potential impact of differences in values, languages, and customs that can exist between the home and school</p> <p><b>ISCI 6 K8 Historical</b> points of view and contribution of culturally diverse groups</p> <p><b>ISCI 6 K9</b> Impact of the dominant culture on shaping schools and the individuals who study and work in them</p> <p><b>ISCI 6 S6</b> Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individual</p>
<ul style="list-style-type: none"> <li>• Anita Archer: Explicit Instruction <a href="http://explicitinstruction.org/?page_id=19">http://explicitinstruction.org/?page_id=19</a></li> <li>• KCAS Progression Document</li> <li>• Operation Preparation Materials</li> <li>• KYILP – Middle/High Schools (Student Interest Inventory)</li> <li>• KY IEP Lesson Plan and IEP Development Handbook (Red House Document) Page 3 - 10</li> </ul> <p>***General educators <i>differentiate</i> (adaptations) learning; special educators provide <i>pecially designed instruction</i>.</p>	



### 1:B Kentucky Framework for Teaching Performance Indicators

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</li> <li>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</li> </ul>

### 1:B Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher has little or no knowledge of how students learn</li> <li>Teacher is unaware of how to incorporate student interest into specially designed instruction</li> <li>Teacher has no evidence of planning to collect progress monitoring data</li> <li>Teacher is unaware of students' cultural heritage and interests</li> <li>Teacher is unaware that students have differing exceptionality and medical needs that support learning and career development</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has some knowledge of how non-disabled students and exceptional students learn</li> <li>Teacher is aware that student interest might inform specially designed instruction</li> <li>Teacher has inconsistent methods to monitor students' progress toward IEP goals</li> <li>Teacher inconsistently plans for specially designed Instruction reflects understanding of the students' cultural heritage and interests</li> <li>Teacher is aware that students have differing exceptionality and medical needs that support learning and career development</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses knowledge of how typical students learn and can adapt instruction to meet needs of exceptional learners</li> <li>Teacher develops specially designed instruction that includes student style preference and life impact of exceptionality</li> <li>Teacher has a developed plan to monitor students' progress toward IEP goals</li> <li>Teacher consistently plans for specially designed Instruction reflects understanding of the students' cultural heritage and interests</li> <li>Teacher plans specially designed instruction that incorporates students' exceptionality and medical needs and supports learning and career development</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses a variety of documents (i.e. Progression Documents) to plan instruction to bridge typical and exceptional learner needs identified on IEP</li> <li>Teacher works with the student(s) to develop specially designed instruction and maintain engagement based on exceptional learner needs</li> <li>Teacher has developed a plan to monitor students' progress toward IEP goals, and they have a plan to analyze or triangulate the multiple sources of data</li> <li>Teacher in collaboration with students and other stakeholders strategically plan for specially designed instruction that reflects understanding of the students' cultural heritage and interests</li> <li>Teacher meets regularly with students and stakeholders to plan SDI that incorporates students' exceptionality and medical needs</li> </ul>
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### 1:B Artifacts

- Communication logs (PLC minutes, Phone Logs with outside agencies, Notice of ARC)
- IEP, SDI and Present Level of Performance include appropriate documentation of medical diagnosis; professional practice reflects application of this knowledge of students
- Middle/School High School – use of ILP in developing SDI
- Elementary – use of an interest inventory in developing SDI
- Progress Monitoring Plan is included in a formative system – could be included as part of SDI – Daily Lesson plans could include time to Progress Monitor

### 1:B Questions

- How does your knowledge of characteristics of exceptional learners inform the way you plan Specially Designed Instruction for your students?
- What are some ways you consider students' interests when developing Specially Designed Instruction?
- What are some ways your progress monitoring data collection system is aligned to IEP Goals?
- In what ways have you applied knowledge of students' medical needs to developing Specially Designed Instruction?
- What are some ways you use student information to inform instructional decisions?

FFT Domain: Component		CEC Standards	
<b>Domain 1:C Setting Instructional Outcomes</b> <ul style="list-style-type: none"><li>Value, Sequence, and Alignment</li><li>Clarity</li><li>Balance</li><li>Suitability for Diverse Learners</li></ul>		<b>IGC1 K5</b> Common etiologies and the impact of sensory exceptionalities on learning and experience <b>ISCIK1</b> Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding <b>ISCI 1 K11</b> Impact of individuals with exceptionalities academic and social abilities, attitudes, interests, and values on instruction and career development <b>ISCI 5 S5</b> Sequence, implement, and evaluate individualized learning objectives	
<b>Resources</b>			
<ul style="list-style-type: none"><li>Task analysis templates (s)</li><li>KCAS Progression documents</li><li>KY IEP &amp; Lesson Plan Development Handbook</li><li>KY IEP Guidance Document</li><li>Edivation (learning strategies for metacognition)</li></ul>			
<b>1:C Kentucky Framework for Teaching Performance Level Indicators</b>			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</li><li>Outcomes are stated as activities rather than as student learning.</li><li>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</li></ul>	<ul style="list-style-type: none"><li>Outcomes represent moderately high expectations and rigor.</li><li>Some outcomes reflect important learning in the discipline and consist of a combination of outcomes and activities.</li><li>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</li><li>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</li></ul>	<ul style="list-style-type: none"><li>Most outcomes represent rigorous and important learning in the discipline.</li><li>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</li><li>Outcomes reflect several different types of learning and opportunities for coordination.</li><li>Outcomes take into account the varying needs of groups of students.</li></ul>	<ul style="list-style-type: none"><li>All outcomes represent rigorous and important learning in the discipline.</li><li>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</li><li>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</li><li>Outcomes take into account the varying needs of individual students.</li></ul>

### 1:C Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher rarely task analyzes specially designed instruction to determine what is rigorous so students can meet their individual outcomes</li> <li>Teacher is unaware of learning outcomes</li> <li>Teacher provides specially designed instruction that is not balanced in design to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher inconsistently task analyzes specially designed instruction to determine what is rigorous so students can meet their individual outcomes</li> <li>Teacher develops written broad learning outcomes</li> <li>Teacher develops specially designed instruction that focuses on factual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Teacher task analyzes specially designed instruction to determine what is rigorous so students can meet their individual outcomes</li> <li>Teacher develops clear written individualized learning outcomes that are clearly communicated to students</li> <li>Teacher develops specially designed instruction that incorporates metacognitive process and strategies that can help students transfer knowledge in a variety of settings</li> </ul>	<ul style="list-style-type: none"> <li>Teacher task analyzes specially designed instruction to determine what is rigorous and plans for scaffolding of sequenced direct and/or explicit instruction so students can meet their individual outcomes</li> <li>Students are included in defining daily learning targets and are empowered to track their progress toward the goal</li> <li>Teachers collaborate with students and other stakeholders to develop specially designed instruction that incorporates metacognitive processes and strategies that can help students transfer knowledge in a variety of settings</li> </ul>
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### 1:C Artifacts

- Completed task analysis templates or planning notes
- PLC Logs – include discussion of Accommodations and (Instructional and/or Assessment) Modification
- Individualized instruction is scaffolded to meet students' needs
- Intentional selection of strategies is evident, and varies for students based on individual learning needs

### 1:C Questions

- In what ways are you utilizing grade level topics, activities and strategies during SDI to provide rigorous instruction?
- What are some ways you determine the prerequisite skills for Specially Designed Instruction?
- What might be some ways you could partner with students to ensure understanding of instructional goals?
- To what extent does Specially Designed Instruction support collection of Progress Monitoring data?

FfT Domain: Component	CEC Standards
<p><b>Domain 1:D Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>Resources for Classroom Use</li> <li>Resources to Extend Content Knowledge and Pedagogy</li> <li>Resources for Students</li> </ul>	<p><b>IGC1 K6</b> Types and transmission routes of infectious disease</p> <p><b>IGC4 K3</b> Types and importance of information concerning individuals with exceptionalities available from families and public agencies</p> <p><b>IGC5 K1</b> Sources of specialized materials, curricula, and resources for individuals with exceptionalities</p> <p><b>IGC7 K3</b> Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with exceptionalities (Outside resources to meet students' needs.)</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>Center for Disease Control (<a href="http://www.cdc.gov">www.cdc.gov</a>)</li> <li>KDE IEP and Lesson Plan Development Handbook</li> <li>KDE IEP Guidance Document (SDI &amp; SAS)</li> <li>Kentucky Common Academic Standards</li> <li>Common Core State Standards: <a href="http://www.corestandards.org">http://www.corestandards.org</a></li> <li>Characteristics of Highly Effective Teaching and Learning (CHETL)</li> <li>Marzano's Nine Instructional Strategies for Effective Teaching and Learning</li> <li>Center for Exceptional Children (<a href="http://www.cec.sped.org">www.cec.sped.org</a>)</li> <li>The IRIS Center (<a href="http://www.iris.org">www.iris.org</a>)</li> <li>Cabinet for Family and Health Services</li> <li>Special Educational Cooperatives</li> <li>Edivation</li> </ul>	<p><b>IGC7 S4</b> Collaborate with team members to plan transition to adulthood that encourages full community participation (Applicable at HS level)</p> <p><b>ISCI 2 S3</b> Identify supports needed for integration into various program placements</p> <p><b>ISCI 3 K1</b> Theories and research that form the basis of curriculum development and instructional practice</p> <p><b>ISCI 3 K3</b> National, state or provincial, and local curricula standards</p> <p><b>ISCI 3 K4</b> Technology for planning and managing the teaching and learning environment</p> <p><b>ISCI 5 K1</b> Roles and responsibilities of the para-educator related to instruction, intervention, and direct service</p>

1:D Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet— for classroom use, for the expansion of his or her own knowledge, and for students.</li> </ul>
1:D Special Education Considerations			
<ul style="list-style-type: none"> <li>Teacher is unaware of Supplementary Aids and Services</li> <li>Teacher does not use professional resources.</li> <li>Teacher does not attempt to seek out resources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has identified individual Supplementary Aids and Services for classroom use</li> <li>Teacher uses existing professional resources.</li> <li>Teacher has limited knowledge of resources to meet individual learning needs or only provide academic resources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has identified individual Supplementary Aids and Services for classroom and plans to use them in specially designed instruction</li> <li>Teacher seeks reliable professional resources from local, state and national organizations for exceptional learners</li> <li>Teacher maintains list of academic and non-academic resources available to meet individual learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has identified and collaborated with other stakeholders to plan individual Supplementary Aids and Services for classroom</li> <li>Teacher intentionally seeks reliable professional resources from local, state and national organizations for exceptional learners; teacher documents available resources in a log and share with both general and special educators</li> <li>Teacher maintains list of academic and non-academic resources available to meet individual learning needs and continually seeks out new resources</li> </ul>



### 1:D Artifacts

- Evidence of using a list of local agency resource directory to meet individual learner needs
- Teacher has documentation of attending webinars related to current trends of evidence based practices for caseload
- Lesson Plans document teacher has provided explicit instruction on accessing additional online resources and/or tutoring resources
- Document that information about students' Supplementary Aids and Services is shared with colleagues with instructional interest
- Documentation of Para-educator schedule (if applicable to teacher)

### 1:D Questions

- In what ways have you used Supplementary aids and services (SAS) to support students' access to general curriculum?
- What are some ways you have shared students' Supplementary Aids and Service needs with colleagues with instructional interest?
- What are some ways you include the para-educator in instructional planning for Specially Designed Instruction?
- What are some ways you could integrate information from outside agencies into Specially Designed Instruction planning?
- Can you discuss some of the resources you are using to grow as a professional?
- Describe some of the local and state resources you have used to help you stay abreast of the characteristics of exceptional learners?

FFT Domain: Component		CEC Standards	
<b>Domain 1:E Designing Coherent Instruction</b> <ul style="list-style-type: none"><li>• Learning Activities</li><li>• Instructional Materials and Resources</li><li>• Instructional Groups</li><li>• Lesson and Unit Structure</li></ul>		<b>IGC1 K11</b> Communication and social interaction with alternatives for individuals who are nonspeaking <b>IGC5 K6</b> Methods for increasing accuracy and proficiency in math calculations and applications <b>IGC5 K7</b> Methods for guiding individuals in identifying and organizing critical content <b>IGC5 K11</b> Relationships among exceptionalities and reading instruction <b>ISCI3K2</b> Scope and sequences of general and special curricula <b>ISCI5K2</b> Evidence-based practices validated for specific characteristics of learners and settings <b>IGC5K3</b> Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities <b>IGC2 S3</b> Plan instruction in variety of educational settings <b>IGC5 S21</b> Plan instruction on the use of alternative and augmentative communication systems <b>ISCI3 S1</b> Identify and prioritize areas of the general curriculum <b>ISCI3 S2</b> Integrate affective, social, and life skills with academic curricula <b>ISCI5 S4</b> Use task analysis <b>ISCI5 S8</b> Prepare lesson plans <b>IGC7 S2</b> Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with exceptionalities	
<b>Resources</b> <ul style="list-style-type: none"><li>• CEC: <a href="http://www.cec.sped.org">www.cec.sped.org</a></li><li>• Lesson planning template</li><li>• IEP Lesson and IEP Development Handbook</li><li>• Bloom’s Taxonomy</li><li>• Related Service Specialist</li><li>• Foundational Reading Assessment</li></ul>			
1:E Kentucky Framework for Teaching Performance Indictors			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>• The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</li><li>• The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.</li></ul>	<ul style="list-style-type: none"><li>• Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</li><li>• The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</li></ul>	<ul style="list-style-type: none"><li>• Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</li><li>• The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</li><li>• The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</li></ul>	<ul style="list-style-type: none"><li>• Plans represent the coordination of in-depth content knowledge, understanding of different students’ needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</li><li>• Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</li><li>• The lesson or unit’s structure is clear and allows for different pathways according to diverse student needs.</li></ul>

### 1:E Special Education Considerations

<ul style="list-style-type: none"> <li>• No planning or understanding of exceptionalities is evident.</li> <li>• No resources are used</li> <li>• Schedule or some other factor determines how student are grouped</li> <li>• Random instruction is provided</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans represent some knowledge of exceptionalities</li> <li>• Teacher uses materials aligned to specially designed instruction</li> <li>• Teacher randomly groups students based on general or undefined criteria</li> <li>• General plan for instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Written plans represent in-depth knowledge of exceptional learner needs and sequence is developed using task analysis of benchmarks/objectives</li> <li>• Materials are age- appropriate and suitable to provide specially designed instruction according to the characteristics of exceptionalities that includes adaptations as related to targeted instructional area</li> <li>• Characteristics of exceptional learners and present level of performance are used to determine small instructional groups</li> <li>• Goals have been task analyzed to the students' present level to determine the scope and sequence of specially designed instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Individual learning needs are identified through on-going progress monitoring; there is evidence of on-going reflection about student learning. Written plans represent in-depth knowledge of exceptional learner needs and sequence is developed using task analysis of the goal; teacher identifies where the learner is in the sequence of learning (i.e. acquisition, application, and generalization).</li> <li>• In addition to Accomplished, the teacher uses student input to select resources</li> <li>• In addition to accomplished descriptor, groups are varied to match instructional outcomes</li> <li>• Teacher collaborates with colleagues to ensure students are in appropriate groups</li> <li>• Along with task analysis, students' have input into the pacing instruction</li> </ul>
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### 1:E Artifacts

- Written Plans
- Materials/Programs are selected and used to meet individual students' needs
- Books, web-search, Edivation related to information of characteristics of exceptional learners
- Task analysis notes/flow charts

### 1:E Questions

- Describe your process for selecting materials or use of existing programs to meet individual students' needs.
- How are your plans written to support delivery of Specially Designed Instruction to individual students?
- What are some resources you have used to learn more about characteristics of exceptional learners?
- Describe your process for task analyzing Specially Designed Instruction to meet the needs of individual learners.

FFT Domain: Component		CEC Standards	
<b>Domain 1F: Designing Student Assessments</b> <ul style="list-style-type: none"><li>• Congruence with Instructional Outcomes Criteria and Standards</li><li>• Design of Formative Assessments</li><li>• Use for Planning</li></ul>		<b>ISCI 4 K1</b> Basic terminology used in assessment  <b>ISCI 4 K4</b> Use and limitations of assessment instruments  <b>IGC4 K1</b> Specialized terminology used in the assessment of individuals with exceptionalities	
<b>Resources</b>			
<ul style="list-style-type: none"><li>• Classroom Assessment for Student Learning (CASL)</li><li>• Understanding by Design, Wiggins &amp; McTighe</li><li>• KCAS Progressions of Learning Documents (ELA and Math)</li><li>• IEP Lesson and IEP Development Handbook</li><li>• Bloom’s Taxonomy</li><li>• Related Service Specialist</li><li>• Foundational Reading Assessments</li></ul>			
1:F Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>• Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</li><li>• Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</li></ul>	<ul style="list-style-type: none"><li>• Some of the instructional outcomes are assessed through the proposed approach, but others are not.</li><li>• Assessment criteria and standards have been developed, but they are not clear.</li><li>• Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</li><li>• Teacher intends to use assessment results to plan for future instruction for the class as a whole.</li></ul>	<ul style="list-style-type: none"><li>• Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</li><li>• Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</li><li>• Teacher intends to use assessment results to plan for future instruction for groups of students</li></ul>	<ul style="list-style-type: none"><li>• Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</li><li>• Assessment methodologies have been adapted for individual students, as needed.</li><li>• The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</li></ul>

### 1:F Special Education Considerations

<ul style="list-style-type: none"> <li>• Absence of evidence to assess learning</li> <li>• No target for learning is included in plans</li> <li>• Formative assessment opportunities are not evident in plans</li> </ul>	<ul style="list-style-type: none"> <li>• Data is collected about instruction from an assessment.</li> <li>• Plans include general learning targets to support student understanding</li> <li>• Few opportunities for formative assessment are included in plans</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional plan includes data collection for progress monitoring of IEP goal(s) using varied assessment methods that meet learner needs</li> <li>• Rubrics and other tools are developed to support student understanding of learning expectations for specially designed instruction</li> <li>• Formative assessment data is aligned to IEP goals, frequent checks are incorporated into direct instruction and data record forms are organized for use prior to instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Along with accomplished descriptor, the teacher uses that data strategically to inform future instructional plans</li> <li>• Student input is used to develop or alter rubrics to ensure understanding of learning expectations for specially designed instruction</li> <li>• Additionally, plans include time with the student to connect the data to instruction</li> <li>• Students consistently use rubrics during instruction</li> </ul>
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### 1:F Artifacts

- Lesson plans include collecting progress monitoring data
- Evidence of formative assessments are embedded with Specially Designed Instruction
- Explicit and/or direct instruction of rubric(s) is provided to support student understanding of expectations
- Progress Monitoring Data/ Present Level of Performance

### 1:F Questions

- Describe some ways you include formative assessment within your Specially Designed Instruction.
- What are some ways formative assessment data guide application of task analysis of Specially Designed Instruction? (i.e. Continuum of Learning)
- Describe some ways students have used rubrics to assess their own level of understanding.
- Describe your process for including Progress Monitoring Data in the development of IEP- Present Level of Performance.

FFT Domain: Component	CEC Standards
<p><b>Domain 2:A Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>Teacher Interaction with Students, including both words and actions.</li> <li>Student Interactions with One Another, including both words and actions</li> </ul>	<p><b>ISCI2K4</b> Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities</p> <p><b>ISCI2K5</b> Social skills needed for educational and other environments</p> <p><b>ISCI2K7</b> Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>Why Didn't I Learn This in College by Paula Rutherford</li> <li>Fires in the Bathroom by Kathleen Cushman</li> <li>What Works in Schools by Robert Marzano</li> <li>The First Six Weeks of School by Paula Denton and Roxanne Kriete</li> <li>The First Days of School: How to be an Effective Teacher by The Wong2</li> <li>Organized Teacher Happy Classroom by Melanie Unger</li> <li>PBISWorld.com <a href="http://www.pbisworld.com">http://www.pbisworld.com</a></li> <li>Paragon Learning Style Inventory - The Paragon Learning Style Inventory includes a 52-item adult version and a student learning style inventory both of which can be self-scored and obtain reliable measures of the 4 Jungian psychological/learning dimensions.</li> <li>Positive Classroom Environment and Student-Teacher Rapport -This intervention tip sheet has been developed to assist teachers and parents in providing the best possible educational opportunities to students with emotional and behavioral disorders.</li> <li>Creating a Respectful Classroom Environment Respect is the foundation of any successful classroom.</li> <li>Ruby Payne A Framework for Understanding Poverty</li> <li>Eric Jensen Teaching with Poverty in Mind</li> <li>A Framework for Culturally Responsive Teaching Raymond Wlodkowski &amp; Margery Ginsberg</li> <li>Video: <a href="http://www.pattan.net/Videos/Browse/Single/?code_name=ayp_aug11_tough_kids">http://www.pattan.net/Videos/Browse/Single/?code_name=ayp_aug11_tough_kids</a></li> </ul>	<p><b>ISCI2K8</b> Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage</p> <p><b>ISCI2K9</b> Ways cultures are negatively stereotyped</p> <p><b>ISCI2K10</b> Strategies used by diverse populations to cope with a legacy of former and continuing racism</p> <p><b>ISCI2S1</b> Create a safe, equitable, positive, and supportive learning environment in which diversities are valued</p> <p><b>ISCI2S7</b> Establish and maintain rapport with individuals with and without exceptionalities</p> <p><b>ISCI2S13</b> Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences</p> <p><b>ISCI2S14</b> Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person</p> <p><b>ISCI6 K12</b> Importance of the teacher serving as model for individuals with exceptionalities</p> <p><b>ISCI2 S8</b> Teach self-advocacy</p>



2:A Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</li> <li>Teacher does not deal with disrespectful behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</li> <li>Students rarely demonstrate disrespect for one another.</li> <li>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</li> <li>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</li> <li>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</li> <li>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</li> </ul>
2:A Special Education Considerations			
<ul style="list-style-type: none"> <li>Teacher has limited or negative communication with students</li> <li>Teacher responds to disrespectful behavior with insensitivity characterized by sarcasms, put-downs or conflict</li> </ul>	<ul style="list-style-type: none"> <li>Teacher gives general feedback to class without providing individualized positive feedback</li> <li>Teacher response to disrespectful behavior is generally appropriate but occasionally insensitive or unresponsive to cultural or developmental differences</li> </ul>	<ul style="list-style-type: none"> <li>Teacher demonstrates caring and respect by interacting with student using their primary mode of communication</li> <li>Teacher responds to disrespectful behavior among students in a manner that promotes polite and respectful future interactions</li> </ul>	<ul style="list-style-type: none"> <li>Students plan with teacher and seek out opportunities to be involved with rapport building activities outside of the classroom.</li> <li>Students engage in positive interactions during pre-planned group activities and model positive language</li> </ul>

## 2:A Observables

Observable Behavior	R	CT
Classroom (behavior) norms are posted and referenced frequently		
Teacher appropriately uses non-verbal cues to support appropriate behavior and de-escalate conflict		
Behavior plans are evident for individual students (as required by IEP)		
Reinforcement schedules for individual students are available (as required by IEP)		

R= Resource setting      CT= Co-Teaching

## 2:A Questions

- What are some ways you communicate classroom norms to students?
- How do you balance intrinsic and extrinsic rewards?
- How do you balance the implementation of individual behavior plans?
- What are some ways you use the data from individual behavior plans to inform your instruction?

FFT Domain: Component		CEC Standards	
<b>Domain 2:B: Establishing a Culture for Learning</b> <ul style="list-style-type: none"><li>Importance of the Content and Learning</li><li>Expectations for Learning and Achievement</li><li>Student Pride in Work</li></ul>		<b>ISCI2 K1</b> Demands of learning environments <b>ISCI2 S4</b> Design learning environments that encourage active participation individual and group activities <b>ISCI2 S9</b> Create an environment that encourages self-advocacy and increased independence <b>ISCI5 S13</b> Use strategies to facilitate integration into various settings	
<b>Resources</b>			
<ul style="list-style-type: none"><li>A Positive School Climate for All, George Sugai (video) <a href="http://2010.pdeconference.com/presentations/clip_23.html">http://2010.pdeconference.com/presentations/clip_23.html</a></li><li>Hear Me! Student Voice (videos) <a href="http://www.hear-me.net/portfolios/195">http://www.hear-me.net/portfolios/195</a></li><li><b>Promoting Positive Behavior in Schools II (PPBIS II), two-hour online course,</b></li><li>PBS: <a href="http://www.pbs.org/teacherline/catalog/courses/LEAD1102">http://www.pbs.org/teacherline/catalog/courses/LEAD1102</a></li><li>Positive Behavior Interventions and Supports (PBIS) <a href="http://www.pbis.org/">http://www.pbis.org/</a></li><li>KY Behavior Home Page <a href="http://www.state.ky.us/agencies/behave/homepage.html">http://www.state.ky.us/agencies/behave/homepage.html</a></li><li>Jim Shipley Continuous Classroom Improvement</li><li>Video: <a href="http://www.pattan.net/Videos/Browse/Single/?code_name=ayp_aug11_tough_kids">http://www.pattan.net/Videos/Browse/Single/?code_name=ayp_aug11_tough_kids</a></li></ul>			
2:B Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</li><li>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</li></ul>	<ul style="list-style-type: none"><li>The classroom culture is characterized by little commitment to learning by teacher or students.</li><li>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</li><li>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</li></ul>	<ul style="list-style-type: none"><li>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</li><li>The teacher conveys that with hard work students can be successful.</li><li>Students understand their role as learners and consistently expend effort to learn.<ul style="list-style-type: none"><li>Classroom interactions support learning and hard work.</li></ul></li></ul>	<ul style="list-style-type: none"><li>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</li><li>The teacher conveys high expectations for learning by all students and insists on hard work.</li><li>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</li></ul>

## 2:B Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher does not link content to SDI</li> <li>Low expectations are evident for students with certain disability categories</li> <li>There is no evidence of student reflection of their classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>There is no link made between I.E.P goals and SDI and the content being taught.</li> <li>Classroom expectations are not based on individual student needs</li> <li>There is minimal evidence of student reflection and refinement of their classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses student I.E.P goals and SDI in order to make connections to the content being taught</li> <li>Expectations are defined for individual students based on Progress Monitoring data</li> <li>Students reflect on their own work and how their IEP components relate to their classroom learning</li> </ul>	<ul style="list-style-type: none"> <li>Student can articulate their I.E.P goals and how they assist them with accessing the content</li> <li>Students participate in individual conferences in which data is analyzed and goals or objectives are collaboratively refined</li> <li>Students reflect on their own work and seek feedback on needed refinement</li> </ul>
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## 2:B Observables

Observable Behavior	R	CT
Teacher may use timers to monitor student completion of work		
Teacher uses prompts with the student to support work completion in a timely manner		
Teacher shares the learning goal for the lesson and explains the connection to the students' Specially Designed Instruction or differentiation based on student need (i.e. RtI)		
Progress monitoring is fluid and evident		
Teacher provides Specially Designed Instruction that includes student opportunity for guided and independent practice		

R= Resource setting      CT= Co-Teaching

## 2:B Questions

<ul style="list-style-type: none"> <li>➤ What is your system of monitoring individual student progress?</li> <li>➤ How is the student involved in monitoring their progress?</li> <li>➤ Describe ways students are involved in creating behavioral prompts that support a culture for learning?</li> <li>➤ What is your plan for communicating the connection with students between general requirements and IEP Goal(s) within the various settings in which provide instruction?</li> <li>➤ What are some ways you support students' ability to self-advocate?</li> </ul>
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FfT Domain: Component		CEC Standards	
<b>Domain 2:C Classroom Environment: Managing Classroom Procedures</b> <ul style="list-style-type: none"><li>• Management of Instructional Groups</li><li>• Management of Transitions</li><li>• Management of Materials and Supplies</li><li>• Performance of Non-Instructional Duties</li></ul>		<b>ISCI 2 K3</b> Effective management of teaching and learning <b>IGC2 K3</b> Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings <b>ISCI 2 S12</b> Design and manage daily routines <b>ISCI 2 S15</b> Structure, direct, and support the activities of paraeducators, volunteers, and tutors <b>IGC2 S6</b> Establish a consistent classroom routine for individuals with exceptionalities <b>ISCI 5 S9</b> Prepare and organize materials to implement daily lesson plans <b>ISCI 5 S10</b> Use instructional time effectively <b>ISCI 5 S18</b> Use strategies that promote successful transitions for individuals with exceptionalities <b>ISCI 7 S11</b> Observe, evaluate, and provide feedback to para-educator	
<b>Resources</b>			
<ul style="list-style-type: none"><li>• CHAMPS: A Proactive and Positive Approach to Classroom Management by Randy Sprick</li><li>• PBIS World (<a href="http://www.pbisworld.com">www.pbisworld.com</a>)</li><li>• KY-Behavior HomePage (<a href="http://www.state.ky.us/agencies/behave/homepage.html">www.state.ky.us/agencies/behave/homepage.html</a>)</li><li>• ABRI (<a href="https://louisville.edu/education/abri">https://louisville.edu/education/abri</a>)</li><li>• KyCid (<a href="http://www.kycid.org/">www.kycid.org/</a>)</li><li>• What Must Every Special Educator Know?: CEC (2009) – Section 6 Paraeducator</li><li>• 2013-14 KDE Highly Qualified Paraeducator Assessment Study Guide</li></ul>			
2:C Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>• Much instructional time is lost through inefficient classroom routines and procedures.</li><li>• There is little or no evidence that the teacher is managing instructional groups, transitions, and /or the handling of materials and supplies effectively.</li><li>• There is little evidence that students know or follow established routines.</li></ul>	<ul style="list-style-type: none"><li>• Some instructional time is lost through only partially effective classroom routines and procedures.</li><li>• The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning</li><li>• With regular guidance and prompting, students follow established routines..</li></ul>	<ul style="list-style-type: none"><li>• There is little loss of instructional time because of effective classroom routines and procedures.</li><li>• The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.</li><li>• With minimal guidance and prompting students follow established classroom routines.</li></ul>	<ul style="list-style-type: none"><li>• Instructional time is maximized because of efficient routine and procedures.</li><li>• Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</li><li>• Routines are well understood and may be initiated by students.</li></ul>

## 2:C Special Education Considerations

<ul style="list-style-type: none"> <li>No evidence of classroom routines and procedures</li> <li>No evidence of planning for use of AT or SAS</li> </ul>	<ul style="list-style-type: none"> <li>Students require prompting in order to follow classroom routines and procedures</li> <li>Assistive technology and supplementary aids are ineffectively or inconsistently used during instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher designs classroom routines and procedures to accommodate a variety of unique student needs based on their present levels of academic and functional performance</li> <li>Teacher effectively manages all assistive technology devices and supplemental aids based on individual needs</li> </ul>	<ul style="list-style-type: none"> <li>Students understand and follow classroom routines and procedures and also can identify how those routines or procedures might look different for other classmates</li> <li>Student accesses and utilizes assistive technology and aids as needed</li> </ul>
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## 2:C Observables

Observable Behavior	R	CT
Schedule(s) is posted and referenced with students		
Procedures, which may include visuals, for frequently used routines are posted and referenced		
New procedures and routines are modeled; established routines are referenced		
Assistive technology is used to support student independence and reduce the need for teacher assistance		
Paraeducator and related service schedules are posted		

R= Resource setting      CT= Co-Teaching

## 2:C Questions

<ul style="list-style-type: none"> <li>➤ What were some considerations for developing your classroom routines? How do students participate in developing the routines?</li> <li>➤ What are some ways student data or student voice was used to establish classroom procedures (or routines)?</li> <li>➤ What is your system for developing your daily schedule (if required of your school)?</li> <li>➤ To what extent are students in your class able to take responsibility for non-instruction duties? How is doing so connected to their learning?</li> <li>➤ To what extent do you find you must train para-educators so they can contribute to your classroom?</li> <li>➤ Give an example of your plan to fade accommodations and modifications using technology.</li> </ul>
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FFT Domain: Component		CEC Standards	
<b>Domain 2D: Managing Student Behavior</b> <ul style="list-style-type: none"><li>Expectations</li><li>Monitoring of Student Behavior</li><li>Response to Student Misbehavior</li></ul>		<b>ISCI 2 K2</b> Basic classroom management theories and strategies for individuals with exceptionalities <b>ISCI 2 K5</b> Social skills needed for educational and other environments <b>ISCI 2 K6</b> Strategies for crisis prevention and intervention <b>ISCI 2 S2</b> Identify realistic expectations for personal and social behavior in various settings <b>ISCI 2 S5</b> Modify the learning environment to manage behaviors <b>ISCI 2 S10</b> Use effective and varied behavior management strategies <b>ISCI 2 S11</b> Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities <b>ISCI 5 S3</b> Use functional assessments to develop intervention plans <b>ISCI 5 S12</b> Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions <b>ISCI 5 S17</b> Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem <b>IGC5 S9</b> Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities <b>IGC4 S5</b> Monitor intragroup behavior changes across subjects and activities <b>IGC4 S1</b> Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities <b>IGC5 K8</b> Integrate academic instruction and behavior management for individuals and groups with exceptionalities <b>IGC5 S22</b> Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior	
<b>Resources</b> <ul style="list-style-type: none"><li>Text: CHAMPs: A Proactive and Positive Approach to Classroom Management</li><li>Discipline in the Secondary Classroom</li><li>Teacher’s Encyclopedia of Behavior Management</li><li>A Tough Kid’s Toolbox William Jenson (Charlotte add link from Lori)</li><li>Boy’s Town Press – Resources Available at this site</li><li>Autism Internet Modules <a href="http://www.autisminternetmodules.org">www.autisminternetmodules.org</a></li><li>Social Stories Carol Gray (Age appropriate) <a href="http://www.thegraycenter.org">www.thegraycenter.org</a></li><li>PBIS: <a href="http://www.pbis.org/">http://www.pbis.org/</a></li><li>PBIS World: <a href="http://www.pbisworld.com/">http://www.pbisworld.com/</a></li><li>KyCID: <a href="http://www.kycid.org/">http://www.kycid.org/</a></li></ul>			
2:D Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</li><li>Students challenge the standards of conduct.</li><li>Response to students’ misbehavior is repressive or disrespectful of student dignity</li></ul>	<ul style="list-style-type: none"><li>Standards of conduct appear to have been established, but their implementation is inconsistent.</li><li>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</li><li>There is inconsistent implementation of the standards of conduct.</li></ul>	<ul style="list-style-type: none"><li>Student behavior is generally appropriate.</li><li>The teacher monitors student behavior against established standards of conduct.</li><li>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</li></ul>	<ul style="list-style-type: none"><li>Student behavior is entirely appropriate.</li><li>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</li><li>Teachers’ monitoring of student behavior is subtle and preventative.</li><li>Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</li></ul>

## 2:D Special Education Considerations

<ul style="list-style-type: none"> <li>• Expectations for behavior have not been established or communicated</li> <li>• Teacher does not respond to misbehavior or is overly repressive or does not respect the students' dignity</li> <li>• Teacher is unaware of student behavior and BIPs are not implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for behavior are inconsistently communicated</li> <li>• Teacher attempts to respond to student misbehaviors, but with inconsistent results</li> <li>• Teacher is generally aware of student behavior and inconsistently implements students' BIP</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations for behavior are clearly communicated to all students</li> <li>• Teachers' response to student misbehavior is appropriate, successful and respectful</li> <li>• Teacher is alert to student behavior at all times, implementing BIPs, and collecting behavioral data based on individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations are clear and have been developed with student participation</li> <li>• Students are assisted in regulating their own behavior through timely, consistent instructional support as defined in classroom norms or BIP</li> <li>• Students respond appropriately and respectfully to teacher behavior prompts</li> </ul>
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## 2:D Observables

Observable Behavior	R	CT
Classroom behavior norms are posted and referenced		
Individualization of preventative procedures and/or routines is evident in order to support student learning		
Teacher(s) implement individualized preventative behavior management strategies as facilitated by the special educator		
Teacher(s) use appropriate response to misbehavior as planned for as part of individual behavior management		
Teacher(s) uses behavioral data to adjust delivery of instruction		
Teacher uses appropriate tone of voice, non-verbal cues and respectful word choice in order to preserve students' dignity		

R= Resource setting      CT= Co-Teaching

## 2:D Questions

- Describe the challenge of monitoring student behavior while attending to all the other tasks of teaching? How do you meet that challenge?
- To what extent can you explain some student misbehavior being caused by different situations, such as characteristics of disabilities? How could a different instructional design improve the situation?
- What are some ways you use data to adjust the delivery of your instruction?
- What evidence do you use to determine that an individual student may benefit from additional behavior supports?

FFT Domain: Component		CEC Standards	
<b>Domain 2:E Organizing Physical Space</b> <ul style="list-style-type: none"><li>Safety and Accessibility</li><li>Arrangement of Furniture and Use of Physical Resources</li></ul>		<b>IGC2 K1</b> Barriers to accessibility and acceptance of individuals with exceptionalities <b>IGC2 K2</b> Adaptations of the physical environment to provide optimal learning opportunities for individuals with exceptionalities <b>ISCI2 S16</b> Use universal precautions <b>IGC2 S2</b> Use and maintain assistive technologies <b>ISCI5 S7</b> Incorporate and implement instructional and assistive technology into the educational program <b>IGC2K1</b> Barriers to accessibility and acceptance of individuals with exceptionalities	
<b>Resources</b>			
<ul style="list-style-type: none"><li>C.H.A.M.P.S.</li><li>KYCID</li><li>Universal Design for Learning</li><li>Keywords:<ul style="list-style-type: none"><li>Preferential seating</li><li>Environmental lighting</li><li>Sensory needs</li><li>Cool down areas</li><li>Seating arrangements</li></ul></li></ul>			
2:E Kentucky Framework for Teaching Performance Level Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>The physical environment is unsafe, or many students don't have access to learning resources.</li><li>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</li></ul>	<ul style="list-style-type: none"><li>The classroom is safe, and essential learning is accessible to most students.</li><li>The teacher's use of physical resources, including computer technology, is moderately effective.</li><li>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</li></ul>	<ul style="list-style-type: none"><li>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</li><li>Teacher makes effective use of physical resources, including computer technology.</li></ul>	<ul style="list-style-type: none"><li>The classroom is safe, and learning is accessible to all students, including those with special needs.</li><li>Teacher makes effective use of physical resources, including computer technology. The teacher ensures the arrangement is appropriate to the learning activities.</li><li>Students contribute to the use or adaptation of the physical environment to advance learning.</li></ul>

## 2:E Special Education Considerations

<ul style="list-style-type: none"> <li>Physical resources and environment show no evidence of planning for individual student needs</li> <li>Classroom is unsafe or learning is inaccessible</li> </ul>	<ul style="list-style-type: none"> <li>Physical, cognitive, social, and emotional needs of students are taken into consideration when arranging work areas and classroom spaces</li> <li>Classroom is safe but accessibility may be limited or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Classroom is designed in a way that it can be easily adapted to accommodate physical, social, emotional, and cognitive needs of individual students as documented in their I.E.P.</li> <li>Classroom is safe and easily assessable to all students; specific learner characteristics have been considered</li> </ul>	<ul style="list-style-type: none"> <li>Students self-advocate and provide input into classroom design and make decisions about re-arranging physical space as needed</li> <li>Needs of students are considered when arranging the work areas</li> </ul>
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## 2:E Observables

Observable Behavior	R	CT
Walk-way and work space accommodate the physical needs of individual student needs (i.e. mobility, visual, hearing)		
Students have access to non-stimulating areas in the classroom to use as needed for de-escalation		
Students are using a variety of assistive technology to access learning, as indicated on IEPs (i.e. communication devices, monocular, auditory trainer)		
Procedures and designated areas are clearly labeled and communicated throughout the classroom (as specified by IEP)		

R= Resource setting      CT= Co-Teaching

## 2:E Questions

<ul style="list-style-type: none"> <li>➤ Describe some of the Universal Safety procedures in place in your classroom.</li> <li>➤ What are some ways the classroom environment supports de-escalation of inappropriate behavior?</li> <li>➤ What are some approaches you could use to teach your students to be alert to problems of access?</li> <li>➤ Describe how your furniture arrangement may impact student behavior?</li> <li>➤ What are some ways you considered individual accommodation and modifications to arrange the classroom environment?</li> </ul> <p>What are some ways you communicate with your students the need to follow school safety procedures and contribute to the safety of all peers?</p>
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FFT Domain: Component		CEC Standards	
<b>Domain 3:A Communicating with Students</b> <ul style="list-style-type: none"><li>• Expectations for Learning</li><li>• Directions and Procedures</li><li>• Explanation of Content</li><li>• Use of Oral and Written Language</li></ul>		<b>ISCI5S20</b> Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptionalities whose primary language is not the dominant language  <b>ISCI6S8</b> Use verbal, nonverbal, and written language effectively	
<b>Resources</b>			
<ul style="list-style-type: none"><li>• Hook</li><li>• Demonstration</li><li>• Model</li><li>• Explicit Instruction (IEP and Lesson Plan Development Handbook)</li><li>• Direct Instruction (IEP and Lesson Plan Development Handbook)</li><li>• Scaffolded Learning</li><li>• Shipley’s Continuous Improvement System (CT4GC)</li></ul>			
3:A Kentucky Framework for Teaching Performance Level Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>• The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</li><li>• The teacher’s explanation of the content contains major errors.</li><li>• The teacher’s spoken or written language contains errors.</li><li>• The teacher’s spoken or written language contains errors of grammar or syntax</li><li>• The teacher’s vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</li></ul>	<ul style="list-style-type: none"><li>• The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</li><li>• The teacher’s explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</li><li>• The teacher’s explanation consists of a monologue, with no invitation to the students for intellectual engagement.</li><li>• Teacher’s spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students’ ages or backgrounds.</li></ul>	<ul style="list-style-type: none"><li>• Teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains procedures and directions clearly.</li><li>• Teacher’s explanation of content is well scaffolded, clear and accurate, and connects with students’ knowledge and experiences.</li><li>• During the explanation of content, the teacher invites student intellectual engagement.</li><li>• Teacher’s spoken and written language is clear and correct and uses vocabulary appropriate to the students’ ages and interests.</li></ul>	<ul style="list-style-type: none"><li>• Teacher links the instructional purpose of the lesson to the students’ interests; the directions and procedures are clear and anticipate possible student misunderstanding.</li><li>• Teacher’s explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students’ interest.</li><li>• Students contribute to extending the content and help explain concepts to their classmates.</li><li>• The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies.</li></ul>



### 3:A Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher's expectations, procedures and directions are confusing to students and not posted in the classroom</li> <li>Teacher's spoken and written language does not conform to Standard English. Vocabulary used is inappropriate, vague, used incorrectly, or does not meet the communication needs of the students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's expectations and procedures posted. Expectations, procedures and directions are not provided in a way <b>every</b> student can understand</li> <li>Teacher's spoken and written language is clear and correct and conforms to Standard English. Vocabulary is correct but limited or is not appropriate to the student's age, interests, performance level, or communication needs. No evidence of explicit vocabulary instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's expectations and procedures are posted in the classroom. Review of expectations and procedures are provided.</li> <li>Expectations, procedures and directions are presented in multiple modes using the student's mode of communication; this may include but is not limited to: picture supports, sign language, voice output devices, and object representation</li> <li>Teacher's spoken and written language is clear and correct and conforms to Standard English. Vocabulary is appropriate to the student's age, and interests. Vocabulary is explicitly taught and reinforced</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's expectations and procedures are posted in the classroom, clear to the students, and are reviewed throughout instruction</li> <li>Clarifying strategies are used to ensure the students understand expectations</li> <li>Expectations, procedures and directions are consistently presented in multiple modes and the students consistently have access to their mode of communication; this may include but is not limited to: picture supports, sign language, voice output devices, and object representation</li> <li>Teacher's spoken and written language is correct and conforms to Standard English. It is also expressive, with well-chosen vocabulary that has been explicitly taught with multiple examples (objects, pictures, etc.) and reviewed with the students. Teachers communicate with students in their mode of communication. The teacher's vocabulary is carefully chosen to address individual student need(s) and intentional instruction on key content words is evident. Teachers consistently reinforce students for utilizing their "form" of expressive communication</li> <li>Students appropriately use communication structures and cues to actively participate to two-way conversation</li> </ul>
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3:A Observables		
Observable Behavior	R	CT
Teacher uses multiple communication methods (i.e. oral, visual, written)		
Teacher provides non-verbal cues to support learning		
Teacher respectfully articulates connection between daily learning target (derived from IEP Goals) and grade level expectations		
Teacher checks for students' level of understanding of communication		
R= Resource setting      CT= Co-Teaching		
3:A Questions		
<ul style="list-style-type: none"> <li>➤ What strategies do you use to anticipate possible student misunderstandings about the directions for an activity?</li> <li>➤ What are some ways to scaffold directions for the activity to meet individual student needs?</li> <li>➤ Under what conditions is it a good idea for student to explain concepts to their classmates?</li> <li>➤ Where does what you were doing today fit into the progression of KCAS?</li> </ul>		

FFT Domain: Component	CEC Standards
<b>Domain 3:B Using Questioning and Discussion Techniques</b> <ul style="list-style-type: none"> <li>• Quality of Questions/Prompts</li> <li>• Discussion Techniques</li> <li>• Student Participation</li> </ul>	<b>ISCI5S19</b> Use strategies to support and enhance communication skills of individuals with exceptionalities  <b>IGC5S25</b> Select, design, and use technology, materials and resources required to educate individuals whose exceptionalities interfere with communication
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Kagan Strategies (i.e. Quiz It)</li> <li>• Doug Lemov “Teach Like a Champion” (i.e. – Cold Call, Pepper)</li> <li>• Socratic Circles</li> <li>• Paraphrasing</li> <li>• Language Aided Modeling</li> <li>• Applied Behavior Analysis</li> <li>• Incidental Teaching</li> <li>• Cueing</li> <li>• Question Formation Technique</li> </ul>	

### 3:B Kentucky Framework for Teaching Performance Indicators

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>• Teacher’s questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</li> <li>• Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</li> <li>• A few students dominate the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</li> <li>• Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</li> <li>• Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</li> </ul>	<ul style="list-style-type: none"> <li>• Although the teacher may use some low- level questions, he or she asks the students questions designed to promote thinking and understanding.</li> <li>• Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</li> <li>• Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</li> <li>• Students formulate many questions, initiate topics, and make unsolicited contributions.</li> <li>• Students themselves ensure that all voices are heard in the discussion.</li> </ul>

### 3:B Special Education Considerations

<ul style="list-style-type: none"> <li>The teacher's questions do not target the essential information and are poor quality, with low cognitive challenge. Very limited student engagement and minimal positive feedback from the teacher. No evidence of appropriate wait time for student responses</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's questions do not always target the essential information. The teacher provides limited use of higher order thinking questioning techniques. The teacher attempts to engage all students in the discussion with limited success Adequate wait time to respond and teacher feedback does not match the individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>The <i>majority</i> of the teacher's questions target the essential information and provide <i>some</i> higher order thinking based on the students instructional level(s)</li> <li>Teacher created needed supports and prompts to facilitate students asking questions.</li> <li>The teacher gives the students adequate wait time to respond, provides feedback, and provides the student with a way to actively participate</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's questions target the essential information and enable higher order thinking based on the students' instructional level(s)</li> <li>Questions presented or discussions led during instruction place an emphasis on how the skill is relevant to the student</li> <li>Students appropriately use communication structures and cues to actively participate to formulate and articulate questions</li> </ul>
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### 3:B Observables

Observable Behavior	R	CT
Teacher has a system for including all students in classroom discussions and/or questions		
Teacher has the expectations for all students to participation in classroom discussion posted and referenced in the classroom		
Teacher supports use of various methods of communication to include all students in classroom discussion and/or questions (as required by IEP)		

R= Resource setting      CT= Co-Teaching

### 3:B Questions

<ul style="list-style-type: none"> <li>➤ What are the challenges in using wait time (think time) in your classroom?</li> <li>➤ What are some strategies you have considered for supporting students to ask questions or participate in discussion with peers?</li> <li>➤ What are some practical techniques you can use to ensure that all students have an opportunity to participate in the discussion?</li> <li>➤ What are some ways you have included social skill training to ensure all students have the opportunity to participate in classroom discussion?</li> <li>➤ How did you plan for non-verbal students to participate in classroom communication using their individual communication systems?</li> <li>➤ How have you used Scaffolded Instruction to teach students to respond to verbal prompts?</li> <li>➤ In what ways have you used self-monitoring checklists about the types of questions or participation in discussion to release responsibility to students?</li> </ul>
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FtT Domain: Component	CEC Standards
<p><b>Domain 3C: Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>Activities and Assignments</li> <li>Grouping of Students</li> <li>instructional Materials and Resources</li> <li>Structure and Pacing</li> </ul>	<p><b>IGC5 K9</b> Model career, vocational, and transition programs for individuals with exceptionalities</p> <p><b>ISCI 5 S1</b> Develop and implement comprehensive, longitudinal Individualized programs in collaboration with team members</p> <p><b>ISCI5S15</b> Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptionalities</p> <p><b>IGC5S1</b> Use research-supported methods for academic and nonacademic instruction of individuals with exceptionalities</p>
Resources	
<ul style="list-style-type: none"> <li>IEP and Lesson Plan Development Handbook (pp 3 – 10)</li> <li>National Dissemination Center for Children with Disabilities <a href="http://www.nichcy.org">www.nichcy.org</a></li> <li>Intervention Central <a href="http://www.interventioncentral.org">www.interventioncentral.org</a></li> <li>LD Online <a href="http://www.ldonline.org">www.ldonline.org</a></li> <li>What Works Clearinghouse <a href="http://www.ies.ed.gov">www.ies.ed.gov</a></li> <li>Positive Behavior Interventions and Supports <a href="http://www.pbis.org">www.pbis.org</a></li> <li>Autism Internet Modules <a href="http://www.autisminternetmodules.org">www.autisminternetmodules.org</a></li> <li>Center on the Social and Emotional Foundations for Early Learning <a href="http://csefel.vanderbilt.edu">http://csefel.vanderbilt.edu</a></li> <li>National Center for Learning Disabilities <a href="http://www.ncid.org">www.ncid.org</a></li> <li>Children and Adults with Attention Deficit/Hyperactivity Disorder <a href="http://www.chaddofutah.com">www.chaddofutah.com</a></li> <li>Crosswalk Between Universal Design for Learning (UDL) and the Framework for Teaching: <a href="https://danielsongroup.org/framework/">https://danielsongroup.org/framework/</a></li> </ul>	<p><b>IGC5S2</b> Use strategies from multiple theoretical approaches for students with disabilities</p> <p><b>IGC5S3</b> Teach learning strategies and study skills to acquire academic content</p> <p><b>IGC5S4</b> Use reading methods appropriate to individuals with exceptionalities</p> <p><b>IGC5S5</b> Use methods to teach mathematics appropriate to the individuals with exceptionalities</p> <p><b>IGC5S6</b> Modify pace of instruction and provide organizational cues</p> <p><b>IGC5S7</b> Use appropriate adaptations and technology for all individuals with exceptionalities</p> <p><b>IGC5S11</b> Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval</p> <p><b>IGC5S13</b> Identify and teach essential concepts, vocabulary, and content across the general curriculum</p> <p><b>IGC5S14</b> Implement systematic instruction in teaching reading comprehension and monitoring strategies</p> <p><b>IGC5S15</b> Teach strategies for organizing and composing written products</p> <p><b>IGC5S16</b> Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language</p> <p><b>IGC5S17</b> Enhance vocabulary development generalization</p> <p><b>IGC5S20</b> Teach methods and strategies for producing legible documents</p> <p><b>IGC5S23</b> Select and use specialized instructional strategies appropriate to the abilities and needs of the individual</p> <p><b>IGC5S24</b> Plan and implement age and ability appropriate instruction for individuals with exceptionalities</p> <p><b>IGC5S27</b> Design and implement instructional programs that address independent living and career education for individuals</p> <p><b>IGC5S28</b> Design and implement curriculum and instructional strategies for medical self-management procedures</p> <p><b>IGC5S29</b> Design, implement, and evaluate instructional programs that enhance social participation across environments</p> <p><b>ISCI5K2</b> Strategies to prepare for and take tests.</p> <p><b>IGC1S1</b> Relate levels of support to the needs of the individual</p> <p><b>IGC5 K2</b> Strategies to prepare for and take tests</p> <p><b>ISCI 5 S16</b> Use strategies to facilitate maintenance and generalization of skills across learning environments</p> <p><b>IGC2 S1</b> Provide instruction in community-based settings (as school and district permit)</p> <p><b>IGC2 S4</b> Teach individuals with exceptionalities to give and receive meaningful feedback</p>

### 3:C Kentucky Framework for Teaching Performance Indicators

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</li> <li>The pace of the lesson is too slow or too rushed.</li> <li>Few students are intellectually engaged or interested.</li> </ul>	<ul style="list-style-type: none"> <li>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</li> <li>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</li> <li>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</li> </ul>	<ul style="list-style-type: none"> <li>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</li> <li>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</li> <li>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</li> <li>Students may have some choice in how they complete tasks and may serve as resources for one another.</li> </ul>

### 3:C Special Education Considerations

<ul style="list-style-type: none"> <li>No evidence to support intentional design of direct instruction, activities, and assignments that enhance the student's acquisition, maintenance, and generalization of targeted skill.</li> <li><b>Students are not</b> engaged in the activities and assignments. Students have no opportunities to make choices and activities are not meeting the needs of all learners</li> <li>Accommodations and modifications do not appear to be implemented</li> <li>Instruction is not individualized. Pacing and materials are not appropriate for the students. Evidenced based instructional procedures are not being used</li> </ul>	<ul style="list-style-type: none"> <li>Minimal evidence to support intentional design of direct instruction, activities, and assignments that enhance the student's acquisition, maintenance, and generalization of targeted skill.</li> <li><b>Few students</b> are engaged in the activities and assignments and they are not meaningful to the students</li> <li>Students have minimal opportunities to make choices and activities are not meeting the needs of all learners</li> <li>Minimal implementation of student(s) accommodations and modifications is evident.</li> <li>Instruction is not individualized and materials and pacing are not modified to meet ALL learners</li> <li>Evidenced based instructional procedures do not appear to be implemented with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Direct instruction, activities, and assignments are designed to enhance the student's acquisition, maintenance, and generalization of the targeted skill</li> <li><b>Most students</b> are engaged in the activities and assignments and they are meaningful to the students</li> <li>Some choice making is embedded; multiple pathways to achieve the correct response, and activities and assignments are designed to meet the needs of the individual learner</li> <li>Accommodations and modifications are implemented</li> <li>Teacher selects, adapts, and uses instructional strategies and materials according to individual student needs</li> <li>The teacher modifies the pace of instruction based on individual student need and uses evidenced based instructional procedures</li> </ul>	<ul style="list-style-type: none"> <li><b>All students</b> are intellectually engaged in individually designed direct or explicit instruction</li> <li>Students effectively use embedded choices and multiple pathways to achieve the correct response</li> <li>Modifications are monitored to assess student use, student need, and effectiveness</li> <li>Students are given choices of instructional materials and topics (when permissible within fidelity of implementation of the selected program)</li> <li>Students use adaptations and modification to successfully engage in learning</li> </ul>
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### 3:C Observables

Observable Behavior	R	CT
Teacher provides individualized specially designed instruction		
Specially designed instruction is utilized to engage learner (i.e. explicit, direct or scaffolded)		
Teacher provides appropriate choice to implement SDI (i.e. story topic selection)		
Teacher utilizes appropriate adaptations and modifications to engage individual students in learning		

R= Resource setting      CT= Co-Teaching

### 3:C Questions

- How did you use information from the IEP to provide instruction today to?
- How did you teach students to use adaptations and modifications used in instruction?
- Describe some signals that students give that indicate a lessons pace is too slow or too rushed?
- What are some ways you included student choice in today's lesson?
- What evidence do you have that the selected the activity for today's lesson provided the SDI described in individual students' IEPs?

FFT Domain: Component		CEC Standards	
<b>Domain 3:D Using Assessment in Instruction</b> <ul style="list-style-type: none"><li>Assessment Criteria</li><li>Monitoring of Student Learning</li><li>Feedback to Students</li><li>Student Self-Assessment and Monitoring of Progress</li></ul>		<b>ISCI4S3</b> Use technology to conduct assessments <b>ISCI4S8</b> Evaluate instruction and monitor progress of individuals with exceptionalities <b>IGC4S3</b> Select, adapt and modify assessments to accommodate the unique abilities and needs of individuals with exceptionalities <b>IGC4S4</b> Assess reliable method(s) of response of individuals who lack typical communication and performance abilities <b>ISCI5S14</b> Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs <b>IGC5S19</b> Teach individuals with exceptionalities to monitor for errors in oral and written language <b>ISCI 5 S14</b> Teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs <b>ISCI4 S2</b> Administer nonbiased formal and informal assessment	
<b>Resources</b>			
<ul style="list-style-type: none"><li>Progression Documents</li><li>Response Cards: <a href="http://ebi.missouri.edu/?cat=29">http://ebi.missouri.edu/?cat=29</a></li><li>Opportunities to Respond: <a href="https://louisville.edu/education/abri/training.html">https://louisville.edu/education/abri/training.html</a></li><li>Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings <a href="http://www.interventioncentral.org/academic-interventions/study-organization">http://www.interventioncentral.org/academic-interventions/study-organization</a></li><li>Marzano Design Question 5: Classroom Teaching Strategies for Managing Student Response Rates: <a href="http://www.marzanocenter.com/blog/article/marzano-design-question-5-classroom-teaching-strategies-for-managing-studen/">http://www.marzanocenter.com/blog/article/marzano-design-question-5-classroom-teaching-strategies-for-managing-studen/</a></li></ul>			
3:D Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</li><li>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</li></ul>	<ul style="list-style-type: none"><li>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</li><li>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</li><li>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</li></ul>	<ul style="list-style-type: none"><li>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</li><li>Students appear to be aware of the assessment criteria; some of them engage in self-assessment</li><li>Questions, prompts, assessments are used to diagnose evidence of learning.</li></ul>	<ul style="list-style-type: none"><li>Assessment is fully integrated into instruction through extensive use of formative assessment.</li><li>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria</li><li>Students self-assess and monitor their progress.</li><li>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</li><li>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</li></ul>

### 3:D Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher does not monitor progress</li> <li>Teacher does not provide feedback</li> <li>Data is not graphed</li> </ul>	<ul style="list-style-type: none"> <li>Teachers include progress-monitoring assessment as part of instruction</li> <li>Teacher provides sporadic feedback to students.</li> <li>Teacher graphs progress monitoring in isolation from students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher includes varied assessment as part of specially designed instruction to collect progress-monitoring data</li> <li>Teacher utilizes opportunities for feedback of learning for students as part of specially designed instruction</li> <li>Teacher shares graph of progress monitoring data with students and progress is measured using the trajectory line for expected growth</li> </ul>	<ul style="list-style-type: none"> <li>In addition to accomplished, teacher and student work together to produce data from progress monitoring as part of instruction</li> <li>In addition to Accomplished, students are provided opportunities for students' to interact in feedback for guided and independent practice</li> <li>In addition to accomplished, students are included in creating and/or maintain graph for progress monitoring</li> </ul>
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### 3:D Observables

Observable Behavior	R	CT
The teacher collects either formal or informal data as specified by the IEP Goal (if goal is addressed in content presented during observation)		
Teacher uses data from guided practice to determine student needs for learning		
Teacher bases assessment on the individual, developmentally appropriate requirements of learning (i.e. Progression Documents)		
Teacher plots progress monitoring data, including students when appropriate, in order to share progress toward IEP Goals		
Feedback of progress monitoring data is shared with students, in their individual communication mode, in order to focus instruction		
Teacher scaffolds instruction in order to obtain formative data of students' understanding		

R= Resource setting      CT= Co-Teaching

### 3:D Questions

<ul style="list-style-type: none"> <li>➤ How did you implement the method of measurement in today's instruction?</li> <li>➤ During a lesson what sources of evidence do you have of the level of students' understanding of content?</li> <li>➤ Describe your plan for sharing progress-monitoring data with students?</li> <li>➤ What is your process for scaffolding instruction in order to obtain data to inform instruction?</li> <li>➤ How do you involve students in evaluating and assessing their own work using a set of criteria (i.e. rubric)?</li> <li>➤ What is your plan for graphing progress monitoring for individual students, in compliance with IEP Guidance?</li> </ul>
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FfT Domain: Component	CEC Standards
<p><b>Domain 3:E Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson Adjustment</li> <li>• Response to Students</li> <li>• Persistence</li> </ul>	<p><b>ISCI4S4</b> Develop or modify individualized assessment strategies.</p> <p><b>ISCI4S5</b> Interpret information from formal and informal assessments.</p> <p><b>IGC5K5</b> Strategies for integrating student initiated learning experiences into ongoing instruction.</p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• Classroom Assessment for Student Learning CASL (Stiggins, et. al 2006)</li> <li>• Response Cards: <a href="http://ebi.missouri.edu/?cat=29">http://ebi.missouri.edu/?cat=29</a></li> <li>• Opportunities to Respond: <a href="https://louisville.edu/education/abri/training.html">https://louisville.edu/education/abri/training.html</a></li> <li>• Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings <a href="http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-">http://www.interventioncentral.org/academic-interventions/study-organization/guided-notes-increasing-student-engagement-during-lecture-</a></li> <li>• Marzano Design Question 5: Classroom Teaching Strategies for Managing Student Response Rates: <a href="http://www.marzanocenter.com/blog/article/marzano-design-question-5-classroom-teaching-strategies-for-managing-studen/">http://www.marzanocenter.com/blog/article/marzano-design-question-5-classroom-teaching-strategies-for-managing-studen/</a></li> </ul>	<p><b>ISCI5S11</b> Make responsive adjustments to instruction based on continual observations.</p> <p><b>ISCI5S21</b> Modify instructional practices in response to ongoing assessment data.</p> <p><b>IGC5S12</b> Use responses and errors to guide instructional decisions and provide feedback to learners.</p> <p><b>IGC5S26</b> Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.</p> <p><b>ISCI2 S6</b> Use performance data and information from all stakeholders to make or suggest modifications in learning environments</p>

### 3:E Kentucky Framework for Teaching Performance Indicators

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</li> <li>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</li> <li>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</li> <li>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</li> <li>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</li> </ul>

### 3:E Special Education Considerations

<ul style="list-style-type: none"> <li>• There is little or no connection to instruction and data</li> <li>• No feedback is provided to students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher collects some data related to instructional strategies</li> <li>• Teacher provides some, general feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses systematic instructional strategies and collects data at least <i>weekly</i> during instruction on student goals and objectives</li> <li>• Throughout instruction the teacher questions and probes for comprehension of concepts; there is some evidence that data collected is used to make instructional decisions</li> <li>• Teacher gives positive feedback</li> <li>• Feedback includes positive reinforcement and is delivered on a schedule based on the student's needs</li> <li>• Descriptive verbal praise is provided throughout instruction and reprimands and redirections are minimal; praise is delivered on a 3:1 ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher uses systematic instructional strategies and collects data <i>daily</i> during instruction on student goals and objectives</li> <li>• Throughout instruction the teacher questions and probes for comprehension of concepts; in addition to collecting progress data the teacher graphs the data and looks for trends in order to make decisions about their instructional methods</li> <li>• Teacher's feedback is immediate, intentional, and descriptive</li> <li>• Feedback includes positive reinforcement and may be delivered on a constant or varied schedule depending on the student's needs Descriptive verbal praise is provided throughout instruction and reprimands and redirections are minimal; Praise is delivered on a 5:1 ratio</li> </ul>
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### 3:E Observables

Observable Behavior	R	CT
Teacher identifies the aspects of a lesson that are likely to cause confusion and plans for alternative approaches in advance.		
Throughout instruction the teacher accommodates questions and probes for comprehension of concepts in the pacing of the lesson.		
Teacher provides positive feedback at a ratio of 3:1 (positive: negative).		
Teacher provides feedback in the students' modes of communication.		

R= Resource setting      CT= Co-Teaching

### 3:E Questions

- During a lesson what indicates that you need to make an adjustment to SDI?
- When you provide adjustments to your planned SDI, how do you determine the success of the change?
- What is the best response when a student asks a question during a lesson, particularly when it is irrelevant?
- When students are having difficulty, how do you find other approaches to assist you?
- How do you support and guide students so they want to stick with tasks and improve their performance?
- Describe an adjustment made to instruction based on student data.
- Describe you plan for providing feedback to behavior?

FFT Domain: Component		CEC Standards	
<b>Domain 4A: Reflecting on Teaching</b> <ul style="list-style-type: none"><li>• Accuracy</li><li>• Use in Future</li><li>• Teaching</li></ul>		<b>ISCI 6 K11</b> Personal cultural biases and differences that affect one’s teaching <b>ISCI 6 S9</b> Conduct self-evaluation of instruction <b>ISCI 6 S11</b> Reflect on one’s practice to improve instruction and guide professional growth <b>ISCI 6 S14</b> Articulate personal philosophy of special education	
<b>Resources</b>			
<ul style="list-style-type: none"><li>• Professional Growth Plan</li><li>• Initial Reflection worksheet (using CEC standards)</li><li>• KDE Record Review and Compliance Document</li><li>• IEP and Lesson Development Handbook</li><li>• Student Voice Survey (possible paper/pencil)</li><li>• Plus/Delta Student Information</li></ul>			
4:A Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>• Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson</li><li>• Teacher has no suggestions for how a lesson could be improved.</li></ul>	<ul style="list-style-type: none"><li>• Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met.</li><li>• Teacher makes general suggestions about how a lesson could be improved.</li></ul>	<ul style="list-style-type: none"><li>• Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</li><li>• Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</li></ul>	<ul style="list-style-type: none"><li>• Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</li><li>• Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</li></ul>



#### 4:A Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher does not know whether Specially Designed Instruction was effective or achieved its instructional outcomes</li> <li>Teacher profoundly misjudges the success of Specially Designed Instruction</li> <li>No evidence of progress monitoring of IEP goals</li> <li>Teacher makes no suggestions for improvement of instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher has a generally accurate impression of Specially Designed Instruction's effectiveness and the extent to which its instructional outcomes were met.</li> <li>Minimal evidence of progress monitoring of IEP goals</li> <li>Teacher makes general suggestions for improvement of instruction</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes accurate assessment of Specially Designed Instruction's effectiveness and the extent to which it achieved its instructional outcomes as shown by progress monitoring of IEP goals.</li> <li>Teacher cites general references from the Specially Designed Instruction to support the judgment</li> <li>Teacher offers a few specific suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>In addition to the Accomplished Consideration, the special educator utilizes Student Perception Data (Student Voice), to inform a more thoughtful assessment of effectiveness</li> </ul>
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#### 4:A Artifacts

<ul style="list-style-type: none"> <li>➤ Documentation/Summary of reflection of at least 10% of IEPs using the Record Review Document (items 33 – 51a) from KDE and how this impacted Specially Designed Instruction.</li> <li>➤ Documentation/Summary of students' progress monitoring data in relationship to the trajectory line and how Specially Designed Instruction impacted this data.</li> <li>➤ Teacher has written or can articulate a philosophy of special education.</li> <li>➤ Teacher has a completed self-reflection using the language of the CEC Professional Standards.</li> <li>➤ Teacher has a written reflection, or can articulate, the effectiveness of Specially Designed Instruction was determined, and what percentage of students achieved the learning goal.</li> </ul>
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#### 4:A Questions

<ul style="list-style-type: none"> <li>➤ Did you meet your instructional target?</li> <li>➤ How do your students know if the target was met?</li> <li>➤ Compare your expectations for the lesson to how it actually went.</li> <li>➤ What is the evidence for student learning?</li> <li>➤ Did you make any modifications to your lesson during instruction?</li> <li>➤ How were KCAS and the Progression Documents used to develop annual goals and Specially Designed Instruction?</li> </ul>
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FFT Domain: Component		CEC Standards	
<b>Domain 4B: Maintaining Accurate Records</b> <ul style="list-style-type: none"><li>• Student Completion of Assignments</li><li>• Student Progress in Learning</li><li>• Non-Instructional Records</li></ul>		<b>ISCI4S9</b> Create and maintain records <b>ISCI6K6</b> Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services	
<b>Resources</b>			
<ul style="list-style-type: none"><li>• IEP Record Review Documents</li><li>• IEP Guidance Document</li><li>• Regional Educational Cooperatives</li></ul>			
4:B Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>• Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</li><li>• Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</li></ul>	<ul style="list-style-type: none"><li>• Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</li><li>• Teacher’s records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</li></ul>	<ul style="list-style-type: none"><li>• Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li></ul>	<ul style="list-style-type: none"><li>• Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</li><li>• Students contribute information and participate in maintaining the records.</li></ul>

#### 4:B Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</li> <li>Teacher's records are in disarray, resulting in errors and confusion</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective</li> <li>Teacher's records are adequate but require frequent monitoring to avoid errors</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective</li> <li>Teacher's system for maintaining due process records ensures compliance with regulations and district procedures</li> <li>Student and/or educational representative input is evident in due process records</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective</li> <li>Teacher's system for maintaining due process records ensures compliance with regulations and district procedures</li> <li>Students are actively engaged in progress monitoring and the meaningful information they provide is evident in the due process monitoring</li> </ul>
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#### 4:B Artifacts

- Progress data is current and accessible
  - Timelines are met
  - Documentation of parent/student contact and outside agencies (i.e. phone calls, personal contact)
  - Teacher has a system for reviewing the implementation of Specially Designed Instruction as it relates to meeting individual learning needs
  - Evidence of a full record review for a student on the teacher's caseload, preferably with documentation originating from the teacher
- Special Education documents are kept in a locked cabinet to protect confidentiality

#### 4:B Questions

- Can you describe the system selected for collecting progress monitoring data?
- How have you released responsibility to the student for collection of progress monitoring data?
- What techniques, both formal and informal, can you use to monitor student progress in learning?
- What data and sources are used most often for progress monitoring? What can be gained from these resources (i.e. universal screenings, formal/informal & state assessments)?
- What is your process for developing present level areas?
- What is your process for developing measurable annual goals?
- How did you determine the extent to which students would not participate in general education?
- How did you document the minutes the students will not participate in general education?
- How did you determine the Least Restrictive Environment (i.e. general education, co-teaching, resource, self-contained) for student(s)?

FFT Domain: Component	CEC Standards
<p><b>Domain 4: C Communicating with Families</b></p> <ul style="list-style-type: none"> <li>Information About the Instructional Program</li> <li>Information About Individual Students</li> <li>Engagement of Families in the Instructional Program</li> </ul>	<p><b>ISCI4S7</b> Report assessment results to all stakeholders using effective communication skills.</p> <p><b>ISCI5S2</b> Involve the individual and family in setting instructional goals and monitoring progress.</p> <p><b>ISCI6K4</b> Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities (DUE PROCESS-NOTIFICATION).</p> <p><b>ISCI6K7</b> Family systems and the role of families in the educational process.</p> <p><b>ISCI7K2</b> Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program</p>
Resources	
<ul style="list-style-type: none"> <li>Newsletters</li> <li>Blogs</li> <li>Classroom Website</li> <li>Record Review Document</li> <li>Parent Contact Sheet</li> <li>ARC Conference Summary</li> <li>Edivation</li> <li>Conference Summary Notice</li> <li>Behavior Improvement Plan</li> </ul>	<p><b>ISCI7K3</b> Concerns of families of individuals with exceptionalities and strategies to help address these concerns</p> <p><b>ISCI7K4</b> Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members.</p> <p><b>IGC7K1</b> Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with exceptionalities.</p> <p><b>ISCI7S1</b> Maintain confidential communication about individuals with exceptionalities.</p> <p><b>ISCI7S2</b> Collaborate with families and others in assessment of individuals with exceptionalities</p> <p><b>ISCI7S3</b> Foster respectful and beneficial relationships between families and professionals.</p> <p><b>ISCI7S4</b> Assist individuals with exceptionalities and their families in becoming active participants in the educational team.</p> <p><b>ISCI7S5</b> Plan and conduct collaborative conferences with individuals with exceptionalities and their families.</p> <p><b>ISCI7S10</b> Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.</p> <p><b>IGC7S3</b> Teach parents to use appropriate behavior management and counseling techniques.</p>

#### 4:C Kentucky Framework for Teaching Performance Indicators

Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Teacher communication with families— about the instructional program, about individual students—is sporadic or culturally inappropriate.</li> <li>Teacher makes no attempt to engage families in the instructional program.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</li> <li>Teacher makes some attempts to engage families in the instructional program.</li> <li>Information to families is conveyed in a culturally appropriate manner.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</li> <li>Response to family concerns is handled with professional and cultural sensitivity.</li> <li>Teacher’s efforts to engage families in the instructional program are frequent and successful.</li> </ul>
4:C Special Education Considerations			
<ul style="list-style-type: none"> <li>Teacher’s communication with students and/or educational representative about the instructional program is sporadic or culturally inappropriate</li> <li>Teacher makes no attempt to engage educational representative in educational planning</li> </ul>	<ul style="list-style-type: none"> <li>Teacher makes sporadic attempts to document communication with educational representative about the Individual Educational Plan</li> <li>Communications are one-way and not always appropriate to the cultural norms of the student and/or the educational representative</li> <li>Teacher does not attempt to engage educational representative regarding progress of individual students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s documentation of communication with the educational representative about the individual education plan and conveys information about individual student progress occurs regularly</li> <li>Information to educational representative is conveyed in a culturally appropriate manner</li> <li>Teacher engages the educational representative in the individual education plan</li> </ul>	<ul style="list-style-type: none"> <li>Teacher’s documentation of communication with educational representative and/or student is frequent, strategic, confidential and sensitive to cultural traditions and exceptionalities</li> <li>Response to educational representative concerns is handled with professional and cultural sensitivity</li> <li>Teacher’s efforts to engage families in the instructional program are frequent and successful</li> <li>Students can articulate important aspects and/or progress toward goals to their families</li> </ul>

#### 4:C Artifacts

- ARC Notice of conference
- Conference Summary
- Progress Notes to Parents – as documented on the IEP

#### 4:C Questions

- How do you communicate progress toward annual goals to parents in a timely manner?
- Where and how do you document parent communication?
- What strategies do you currently use to communicate learning to parents? What additional strategies/tools could you use?
- How do you show respect for cultural diversity of students' families in communication?
- What modifications do you find that you have made to the school's "official" reporting systems for parents to accommodate parents' varied education and cultural backgrounds?
- How can you enlist your students' help in ensuring that their families understand your instructional program?
- How do you use information from the Conference Summary to inform instruction?
- What is your system for adhering to timelines?
- How do you ensure family input into instructional planning on the IEP?
- How do you foster respectful and beneficial relationships with families, students and other professionals?
- If you are providing service to student(s) with a Behavior Improvement Plan, how are you communicating the instructional plan to the family?
- Describe your process for maintaining confidential communication with families?

FFT Domain: Component		CEC Standards	
<b>Domain 4D: Participating in a Professional Community</b> <ul style="list-style-type: none"><li>Relationships with Colleagues</li><li>Involvement in a Culture of Professional Inquiry</li><li>Service to the School</li><li>Participation in School and District Projects</li></ul>		<b>IGC5 K10</b> Interventions and services for individuals who may be at risk <b>ISCI6 K3</b> Relationship of special education to the organization and function of educational agencies <b>IGC6K10</b> Sources of unique services, networks, and organizations for individuals with exceptionalities. <b>ISCI6S5</b> Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. <b>IGC6S1</b> Participate in the activities of professional organizations relevant to individuals with exceptionalities. <b>ISCI7S9</b> Communicate with school personnel about the characteristics and needs of individuals with exceptionalities <b>ISCI7K1</b> Models and strategies of consultation and collaboration	
<b>Resources</b>			
<ul style="list-style-type: none"><li>List of outside agencies (IMPACT, Voc. Rehab. Etc.)</li><li>Edivation</li><li>Professional Study Groups</li><li>Regional Cooperatives</li><li>Professional organizations (i.e. KYCEC)</li></ul>			
<b>4:D Kentucky Framework for Teaching Performance Indicators</b>			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>Teacher’s relationships with colleagues are negative or self-serving.</li><li>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</li><li>Teacher avoids becoming involved in school events or school and district projects</li></ul>	<ul style="list-style-type: none"><li>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</li><li>Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.</li><li>Teacher participates in school events and school and district projects when specifically asked to do so.</li></ul>	<ul style="list-style-type: none"><li>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</li><li>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</li></ul>	<ul style="list-style-type: none"><li>Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</li><li>Teacher takes a leadership role in promoting a culture of professional inquiry.</li><li>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</li></ul>

#### 4:D Special Education Considerations

<ul style="list-style-type: none"> <li>Teacher's relationships with colleagues are negative or self-serving</li> <li>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved</li> <li>Teacher avoids becoming involved in school events or school and district projects</li> <li>Unaware of professional organizations related to individuals for exceptional learner</li> </ul>	<ul style="list-style-type: none"> <li>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires</li> <li>Teacher becomes involved in the school's culture of professional inquiry when invited to do so</li> <li>Teacher participates in school events and school and district projects when specifically asked to do so</li> <li>Teacher is aware of professional organizations relevant to individuals with exceptionalities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's relationship with colleagues are characterized by mutual support and cooperation, with the teacher and actively participates in a culture of professional learners (both special and general education)</li> <li>Teacher communicates with school personnel about the characteristics and needs of students with exceptionalities.</li> <li>Teacher volunteers to participate in school events and district projects making a substantial contribution</li> <li>Membership in a professional organization relevant to individuals with exceptionalities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty (both special and general education)</li> <li>Teacher takes a leadership role in communicating with school personnel about the characteristics and needs of students with exceptionalities</li> <li>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in school or district life</li> <li>Participate as a member in the activities of professional organizations (i.e. CEC)</li> <li>Teacher includes outside agencies (when appropriate) in planning</li> </ul>
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#### 4:D Artifacts

- Documentation of Related Services on IEP, Present Level and Conference Summary
- Log for PLC (both Special Education and Content/Department)
- Contact Log for Outside Agency or Notice of Conference that includes Outside Agency personnel
- Sign-in sheets for various school events
- Participation/Membership documentation for professional organizations
- Documentation of sharing the needs of exceptional learners (i.e. case load) to colleagues providing instruction to students

#### 4:D Questions

- How are you collaborating with professional providing related services to your students?
- How do maintain supportive and respectful relationships with your colleagues?
- How do you share progress-monitoring data during PLC?
- How does your PLC compare assessment scores of students with disabilities and students without disabilities?
- How do you plan for and maintain communication with outside agencies?
- How does your membership/participation in professional agency support a deeper understanding of instructional practice or exceptional learners?



FFT Domain: Component		CEC Standards	
<b>Domain 4:E Growing and Developing Professionally</b> <ul style="list-style-type: none"><li>Enhancement of Content Knowledge and Pedagogical Skill</li><li>Receptivity to Feedback from Colleagues</li><li>Service to the Profession</li></ul>		<b>IGC2S5</b> Use skills in problem-solving and conflict resolution <b>ISCI6K13</b> Continuum of lifelong professional development <b>ISCI6K14</b> Methods to remain current regarding research-validated practice <b>IGC6K7</b> Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities <b>IGC6K11</b> Organizations and publications relevant to individuals with exceptionalities <b>ISCI6S10</b> Access information on exceptionalities <b>ISCI6S13</b> Engage in professional activities that benefit individuals with exceptionalities, their families, and one’s colleagues <b>ISCI6S13</b> Demonstrate commitment to engage in evidence-based practices <b>ISCI7S7</b> Use group problem-solving skills to develop, implement, and evaluate collaborative activities (Teachers ability to work with others) <b>ISCI7S8</b> Model techniques and coach others in the use of instructional methods and accommodations <b>IGC5K3</b> Historical foundations, classic studies, major contributors, major legislations, and current issues related to knowledge and practice.	
<b>Resources</b>			
<ul style="list-style-type: none"><li>CEC Standards</li><li>National Association of Special Education Teachers: <a href="http://www.naset.org/">http://www.naset.org/</a></li><li><a href="http://www.cec.sped.org/Professional-Development">http://www.cec.sped.org/Professional-Development</a> Council for Exceptional Children</li><li>Regional Educational Cooperatives</li><li>Professional Growth Plan</li><li>PLC Logs</li></ul>			
4:E Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"><li>Teacher engages in no professional development activities to enhance knowledge or skill.</li><li>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</li><li>Teacher makes no effort to share knowledge with others or to assume professional responsibility.</li></ul>	<ul style="list-style-type: none"><li>Teacher participates in professional activities to a limited extent when they are convenient.</li><li>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</li><li>Teacher finds limited ways to contribute to the profession.</li></ul>	<ul style="list-style-type: none"><li>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</li><li>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</li><li>Teacher participates actively in assisting other educators.</li></ul>	<ul style="list-style-type: none"><li>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</li><li>Teacher seeks out feedback on teaching from both supervisors and colleagues.</li><li>Teacher initiates important activities to contribute to the profession.</li></ul>

#### 4:E Special Education Considerations

<ul style="list-style-type: none"> <li>• Teacher engages in no professional development activities to enhance knowledge or skill</li> <li>• Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues</li> <li>• Teacher makes no effort to share knowledge with others or to assume professional responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher participates in professional activities to a limited extent when they are convenient</li> <li>• Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues</li> <li>• Teacher finds limited ways to contribute to the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher seeks out opportunities for professional development related to exceptional learners and/or content knowledge and pedagogical skill</li> <li>• Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration</li> <li>• Teacher participates actively in assisting other educators</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher seeks out and shares opportunities for professional development related to exceptional learners and/or content knowledge and pedagogical skill</li> <li>• Teacher makes a systematic effort to conduct action research</li> <li>• Teacher seeks out feedback on teaching from supervisors, colleagues and students</li> <li>• Teacher initiates important activities to contribute to the profession</li> </ul>
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#### 4:E Artifacts

- Professional Growth Plan
- PLC Log
- Self-Reflection (CIITS)

#### 4:E Questions

- What opportunities do you have to enhance your content knowledge and pedagogical skill?
- How are you using Edviation for independent professional learning?
- How is your PLC contributing to your professional learning?
- How are you using feedback from administrator and peers to focus your professional learning?
- How do you resolve conflict with colleagues?
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FFT Domain: Component	CEC Standards
<p><b>Domain 4:F Demonstrating Professionalism</b></p> <ul style="list-style-type: none"> <li>Integrity and Ethical Conduct</li> <li>Service to Students</li> <li>Advocacy</li> <li>Decision Making</li> <li>Compliance with School and District Regulations</li> </ul>	<p><b>ISCI4K2</b> Legal provisions and ethical principles regarding assessment of individuals  <b>ISCI4K3</b> Screening, pre-referral, referral, and classification procedures  <b>ISCI4K5</b> National, state or provincial, and local accommodations and modifications (i.e. accommodation worksheet)  <b>IGC4K2</b> Laws and policies regarding referral and placement procedures for individuals with exceptionalities  <b>ISCI4S6</b> Use assessment information in making eligibility, program, and placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds  <b>IGC4S2</b> Use exceptionality-specific assessment instruments with individuals with exceptionalities</p>
Resources	
<ul style="list-style-type: none"> <li><b>National Association of Special Education Teachers:</b>  <a href="http://www.naset.org/">http://www.naset.org/</a></li> <li>CEC: <a href="http://www.cec.sped.org/Professional-Development">http://www.cec.sped.org/Professional-Development</a></li> <li>CEC Code of Ethics</li> <li>Compliance Record Review</li> </ul>	<p><b>IGC5S8</b> Resources and techniques used to transition individuals with exceptionalities into and out of school and post-school environments  <b>ISCI6 K1</b> Models, theories, philosophies, and research methods that form the basis for special education practice  <b>ISCI6K2</b> Laws, policies, and ethical principles regarding behavior management planning and implementation  <b>ISCI6K5</b> Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds  <b>IGC6K1</b> Definitions and issues related to the identification of students with disabilities  <b>IGC6K4</b> The legal, judicial, and educational systems to assist individuals with exceptionalities  <b>IGC6K5</b> Continuum of placement and services available for individuals with exceptionalities  <b>IGC6K6</b> Laws and policies related to provision of specialized health care in educational settings.  <b>IGC6K8</b> Principles of normalization and concept of least restrictive environment  <b>IGC6K9</b> Theory of reinforcement techniques in serving individuals with exceptionalities  <b>ISCI6S1</b> Practice within the CEC Code of Ethics and other standards of the profession  <b>ISCI6S2</b> Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional  <b>ISCI6S3</b> Act ethically in advocating for appropriate services  <b>ISCI6S4</b> Conduct professional activities in compliance with applicable laws and policies  <b>ISCI6S7</b> Practice within one's skill limits and obtain assistance as needed (work within your scope of licensure/certification; collaborate with others)  <b>IGC6S2</b> Ethical responsibility to advocate for appropriate services for individuals with exceptionalities  <b>ISCI7S6</b> Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings</p>

4:F Kentucky Framework for Teaching Performance Indicators			
Ineffective	Developing	Accomplished	Exemplary
<ul style="list-style-type: none"> <li>Teacher displays dishonesty in interactions with colleagues, students and the public.</li> <li>Teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.</li> <li>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is honest in interactions with colleagues, students and the public.</li> <li>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students being ill-served by the school.</li> <li>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</li> <li>Teacher complies minimally with school and district regulations, doing just enough to get by</li> </ul>	<ul style="list-style-type: none"> <li>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.</li> <li>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</li> <li>Teacher maintains an open mind in team or departmental decision-making.</li> <li>Teacher complies fully with school and district regulation.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality.</li> <li>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</li> <li>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</li> <li>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</li> </ul>

#### 4:F Special Education Considerations

<ul style="list-style-type: none"> <li>• Teacher disregards colleagues and is unaware or disregards the Code of Ethics (i.e. CEC)</li> <li>• Teacher rarely uses available resources</li> <li>• Teacher is unaware of ethical responsibility to advocate for appropriate services for individuals with exceptionalities</li> <li>• Teacher rarely attends team or departmental decision-making meetings/PLC</li> <li>• Teacher partially complies with school, district and federal regulations (i.e. Due Process)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher collaborates with colleagues and follows Code of Ethics (i.e. CEC)</li> <li>• Teacher serves students with exceptionalities, uses some resources</li> <li>• Teacher attempts to ensure that all students, particularly those with exceptionalities are honored in the school</li> <li>• Teacher is somewhat aware of a need for ethical responsibility to advocate for appropriate services for individuals with exceptionalities</li> <li>• Teacher attends team or departmental decision-making meetings/PLC</li> <li>• Teacher complies fully with school, district and federal regulations (i.e. Due Process).</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher models integrity and confidentiality and follows Code of Ethics (i.e. CEC).</li> <li>• Teacher serves students with exceptionalities, utilizes known resources when needed</li> <li>• Teacher makes an effort to challenge negative attitude or practices related to special education</li> <li>• Teacher advocates for appropriate services for individuals with exceptionalities</li> <li>• Teacher actively participates in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards within professional licensure</li> <li>• Teacher complies fully with school, district and federal regulations (i.e. Due Process) and actively shares information regarding exceptional learners with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality and shares Code of Ethics (i.e. CEC)</li> <li>• Teacher is highly proactive in serving students with exceptionalities, seeking out resources when needed</li> <li>• Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those with exceptionalities are honored in the school</li> <li>• Teacher assumes ethical responsibility and seeks out opportunities to advocate for appropriate services for individuals with exceptionalities</li> <li>• Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards within professional licensure</li> <li>• Teacher complies fully with school, district and federal regulations (i.e. Due Process) and seeks out updated/current information. The teacher actively shares information regarding exceptional learners with colleagues and helps them to apply</li> </ul>
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#### 4:F Artifacts

- Timelines are met as shown through Record Review
- PLC Minutes – Reports reflecting professional discussion of special education topics being shared
- Teacher adheres to school/district/state/federal guidelines for maintaining and accessing records
- Teacher maintains a system of recording keeping related to advocacy of students (i.e. – phone logs, emails to agencies and professionals)
- Agenda of Staff Meeting or PLC minutes reflect the Special Education sharing information to better serve students with disabilities
- Special educator refers students to before/after school services to better meet students' needs; teacher may also provide these services
- Teacher publically demonstrates high expectations for students as evidenced through scheduling, selection input of LRE, selection and fading plan for accommodations – Conference Summary Minutes, IEP
- Teacher has a plan to safely evacuate all students from the building in emergencies

#### 4:F Questions

- Describe a situation where your advocacy improved equal access to education for a student with disabilities.
- What are some ways you have contributed to improving the school culture for students with disabilities?
- It's not always easy to advocate for students, particularly those who are traditionally underserved by schools. Describe a situation in which you have done so.
- Can you give an example of a time when you discussed, with a colleague, classroom decisions that seemed to be made to serve the needs of the teacher rather than the needs of the students?
- Discuss with me how you ensure that your timelines are met and that your documentation meets all levels of guidelines.

## Glossary

**accommodation**- a change that helps a student overcome or work around the disability

**adaptation**- what or how a student is taught

**ARC** - Admissions & Release Committee

**AT** - Assistive technology

**behavior supports** -some examples are reinforcement for on-task behavior, modification of visual cues, corrective consequences or modeling of following directions

**BIP** – Behavior Intervention Plan

**CEC** - Council for Exceptional Children

**CHAMPS**- Conversation, Help, Activity, Movement, Participation, Success; school-wide behavior plan

**CIITS** - Continuous Instructional Input Technology System

**co-teaching** - two teachers share responsibility for all student; teachers plan and deliver instruction together

**CT4GC** – co-teaching for gap closure; state initiative

**direct instruction** - systematic and explicitly presents strategies and content following six steps with the process

(See KY IEP and Lesson Plan Development Handbook"

**Due Process** - the legal requirement that the state must respect all legal rights that are owed to a person

**Edivation** - formerly referred to as PD 360; this is an online professional learning website

**ELA** - English Language Arts

**explicit instruction** - a systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis. As a part of explicit instruction, teachers monitor student progress to guide decisions for scaffolded supports.

**IEP** - Individual Education Plan

**individualized instruction** - described in IEP annual goal and specially designed instruction

**KCAS** - Kentucky Core Academic Standards

**KSI** - Kentucky System of Interventions

**KY Core Academic Standards Progression document** - aligns KCAS standards from K-12 for each individual standard

**KyCID** – Kentucky Center for Instructional Discipline

**KyFfT** - Kentucky Framework for Teaching

**KyILP** - Kentucky Individual Learning Plan

**LRE** - Least Restrictive Environment (i.e. general, co-teaching, resource, self-contained)

**method of measurement** - required on IEP; included in the plan to collect progress of annual goal

***mode of communication*** - consider the receptive and expressive language development of the learner(s), or various communication devices

***PBIS*** - positive behavior intervention systems

***PBS*** – positive behavior system

***PLC*** - professional learning community

***Progress Monitoring*** – required data documenting individualized progress toward IEP annual goals

***record review*** - use of KDE document to be used in conjunction with local policy and procedure to determine the accuracy of documentation

***related services*** - Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education

***RtI*** - Response to Intervention

***SAS*** - Supplementary Aids and Service

***scaffolded instruction*** - The systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning that includes a gradual decrease in supports and gradual increase in student responsibility

***SDI*** - specially designed instruction

***SGG*** - Student Growth Goal

***Specially Designed Instruction*** - defined in KY IEP and Lesson Plan Development Handbook (i.e. direct instruction, explicit instruction)

***Task analysis*** - analysis of academic or social tasks in order to identify each minute detail of the steps required to master the task

***Trajectory line*** - a line included on Progress Monitoring graph from initial point to goal

***UDL*** - Universal Design for Learning